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EFFECTS OF SPECIAL MEDIA INSTITUTE PROGRAMS UPON THE BEHAVIOR
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     TO MEASURE THE IMPACT OF THE INSTITUTES UPON THE
PARTICIPANTS, 32 INSTITUTES WERE VISITED BY EXPERTS IN MEDIA
USE. THE SPECIAL MEDIA INSTITUTES STRESSED APPLICATIONS OF
EDUCATIONAL MEDIA TO VARIOUS FIELDS. THE EFFECT OF THE
INSTITUTE EXPERIENCE UPON PARTICIPANT ATTITUDES AND BEHAVIOR
WITH RESPECT TO NEW TEACHING MATERIALS WAS FOUND TO BE
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SMIIS

SPECIAL   MEDIA   INSTITUTE   IMPACT   STUDY

1966

DEPARTMENT OF AUDIOVISUAL INSTRUCTION (NEA)

for

CONSORTIUM OF PROFESSIONAL ASSOCIATIONS
FOR THE STUDY OF SPECIAL TEACHER IMPROVEMENT PROGRAMS

EFFECTS OF SPECIAL MEDIA INSTITUTE PROGRAMS
UPON THE BEHAVIOR OF TITLE XI NDEA INSTITUTE
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Special Media Institute Impact Study

Effects of Special Media Institute Programs

Upon the Behavior of Title XI NDEA Institute Directors

(English, History, Geography, Reading, Modern Foreign Languages,

and School Library Personnel)

FINAL REPORT

Prepared by

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October, 1966

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Background and Purposes

The National Defense Act (1958), as amended in 1964, authorized the establishment of special institutes for advanced study in modern foreign languages, English as a foreign language, history, geography, reading, and English, as well as for teachers of disadvantaged youth, school library personnel, and educational media specialists.

A number of survey teams were organized during Summer 1965 to assess various aspects of the first year's offerings. One such team was developed for the Educational Media Institute Evaluation Project (EMIE), sponsored by the Department of Audiovisual Instruction of the National Education Association. Its purpose was to identify important program elements believed to influence the effectiveness of the 36 educational media specialist institutes and 13 of the 26 school librarianship institutes that emphasized in their programs the "instructional materials center" concept in the work of school librarians.

Support for attention to various types of educational media in so-called "content institutes," in addition to those for educational media specialists and school library personnel, stemmed from the wording of the Title XI National Defense Act itself which stipulated that all institutes so authorized should give attention, among other things, to ". . . advanced study in the use of new materials." The Manual for the Preparation of Proposals[1] for Summer 1966 elaborated this point:

> The purpose of an institute is instructional and the use of new teaching materials is encouraged. These materials include modern communications materials as well as new printed and curriculum materials. But the development of teaching materials per se is not authorized and may not be subsidized. However, such developmental work may be related activity in an institute

[1]See Evaluations of Summer 1965 NDEA Institutes, San Jose: Educational Media Institute Evaluation Project, 1965, pp. 6-3, 6-4.

when its objective is to demonstrate how participants may prepare special materials.

Two activities were carried out by the Educational Media Institute Evaluation Project (EMIE) during Summer 1965 as part of a plan to assess, in a preliminary way, the scope and quality of attention to "new instructional materials" in various content institutes. The first involved EMIE's employment in each of several fields of an individual whose competence with respect to instructional materials and to the field itself qualified him to evaluate the work of a small sample of institutes to be visited in person. Four institutes in each of six fields---history, geography, English, reading, modern foreign languages, and disadvantaged youth--- were studied in this manner. A portfolio of guidelines to be used in such visits aided in standardizing assessments. At each institute, the on-site visitor studying "new instructional materials" joined a team of evaluators whose concerns were the broader aspects of the institute program.

A second approach to gathering data for this phase of the EMIE study involved use of a brief questionnaire sent to 371 institute directors near the end of the Summer 1965 sessions. This questionnaire asked directors to assess the attention in their institutes to each of five "new instructional materials" activities (arranging special exhibits of new materials, providing laboratory facilities for producing simple instructional materials, giving demonstrations of recommended ways of teaching with instructional materials, requiring or aiding enrollees to become acquainted with or to review critically various new instructional materials, and providing information about new materials through catalogs, source lists, and the like).

Observations of on-site visitors and analysis of the questionnaire returns (286 of 371, or 77%) led to the following conclusions:

*At least to some extent, nearly all institutes appear to give attention to "new instructional materials" in their study activities.

*The quality and frequency of this attention varied considerably---

ranging from "very little" and "poor" to "considerable" and "good." For the most part, however, on-site visitors assessed the use observed as being far below the expected potential for the fields concerned.

*The most frequent use of new instructional materials and techniques appeared to occur in modern foreign languages.

*Directors of content institutes appeared in most instances not to be aware of the full scope and variety of available new instructional materials applicable to the needs of elementary and secondary school teachers. On-site visitors were unanimous in their belief that were such information to be generally available to directors of future institutes, a considerable increase in scope and quality of attention to new instructional materials would result.

*On-site visitors concluded that, in general, institute directors and participants alike regarded as important and useful the kinds of involvement they had had with new instructional materials.

Another question included with the questionnaire distributed to the 371 Summer 1965 institute directors asked: "If you were to be an institute director for Summer 1966, would you be interested in attending a special institute (during Spring 1966) in one of three locations in the United States for the sole purpose of allowing you to improve or extend your acquaintance with new materials, equipment, and utilization techniques related to your special field?"

Responses indicated that nearly all (257 of 286) thought such special institutes would be worth having. The recommended maximum length was one week.

Special Media Institutes

As a result of the first year's experience with the expanded Title XI NDEA institute program and with results of the on-site visits and questionnaire study to assess the scope and quality of attention to new instructional materials, as just

described, the staff of the Department of Instructional Technology of the University of Southern California proposed to the U.S. Office of Education that it develop a pilot series of institutes to develop the ability of directors to cope with "new materials" problems in their institutes. The 1965-66 academic year program, as funded, included sub-contracts with the Audiovisual Center of Michigan State University and the Center for Instructional Communications of Syracuse University.

As carried out, this pilot program consisted of a series of one-week workshops in educational media, attended voluntarily by 45 English professors (University of Southern California), 30 geography professors (Michigan State University), and 30 history professors (Syracuse University). In addition, a combination workshop (at the University of Southern California) was attended by five professors each from the fields of school librarianship, reading, and modern foreign languages. All institutes lasted five days and were restricted to 15 participants. Eight institutes, enrolling in all 120 professors, were held during February and March, 1966.

The general objectives of these institutes, as listed in the master proposal were:

1. To bring institute directors into immediate contact with the newest and best media in their respective disciplines. The term, "media," was understood here to include printed materials such as books and programmed units and manuals, graphic aids, photographs, displays, audio and visual recordings, film in all its forms (still and motion), overhead projection, teaching machines, closed circuit and broadcast television, and various combinations of these used as "teaching systems."

2. To promote the active exchange of ideas regarding the roles of media in their respective programs. Effort was to be made to encourage cross-comparisons and to open for trainees new vistas for effective uses of instructional materials.

3. To introduce outstanding examples of educational innovation through media, e.g., self-contained learning laboratories, a "systems-approach" to teaching, and the like. This introduction was aimed at placing media in the broad context of teaching strategies and improved learning climates.

The Project Director for the Special Media Institutes program was Dr. Lester Beck. He supervised the preparation of the training plan, conducted meetings of the advisory group and of trainees, monitored the sub-contracts of Syracuse and Michigan State University, developed and administered the evaluation program, and supervised the preparation of a summary report of findings. Dr. Beck also served as the director of the University of Southern California's Special Media Institutes in English as well as the one arranged especially for combined groups in school librarianship, reading, and modern foreign languages. Dr. John Barson directed Michigan State University's two Special Media Institutes in geography; Dr. Donald P. Ely was the director for Syracuse University's two Special Media Institutes in history.

Typically, the program of each of these institutes was offered in a self-contained laboratory in which trainees had ready access to a rich collection of media selected especially for the purpose. Individual study stations were equipped with projectors and tape recorders so as to facilitate preview and evaluation activities. Each trainee was also provided a handbook listing available instructional resources and providing useful evaluation and space for note-taking and record-keeping. Three specialists---one in media and one in subject matter---were available throughout each day to advise and work with trainees. A laboratory assistant was also provided to help with audiovisual equipment operation and maintenance.

The Special Media Institute Impact Study (SMIIS Project)

A proposal to study the effects of the Special Media Institutes upon the subsequent behavior of Title XI NDEA institute directors was submitted in the Spring of 1966 through the Association of American Geographers to the Consortium of Profes-

sional Associations to Supervise Studies of Special Programs for the Improvement of Instruction in American Education. This project proposal, to be known as "The Special Media Institute Impact Study (SMIIS)" and funded by the U.S. Office of Education, was to be conducted by the Department of Audiovisual Instruction of the National Education Association.

Objectives of the approved Special Media Institute Impact Study (funded May 4, 1966) were as follows:

*To discover post-institute opinions of participants regarding the value (strengths, weaknesses, utility) of their institute experiences;

*To assess the extent and quality of applications later made by these participants in their own institutes of "new materials," ideas, skills, and knowledge gained during the special one-week institutes;

*To determine the nature of problems (administrative, budgetary, or other) regarded by institute directors as restricting such new media applications in their own programs; and

*To obtain data on which to base suggestions for the improvement of future Special Media Institutes.

The Advisory Board for the SMIIS Project (appointed by Dr. Anna L. Hyer, Executive Secretary, Department of Audiovisual Instruction, NEA) included: Dr. John Barson, Associate Director, Audiovisual Center, Michigan State University; Dr. Donald Ely, Director, Center for Instructional Communications, Syracuse University; Dr. Lester Beck, affiliated for this project with the Department of Instructional Technology, University of Southern California; and Dr. Hyer.

The SMIIS Project, as planned, involved field visits to 32 Summer 1966 content field institutes supported by Title XI of the NDEA. These institutes, grouped by content fields, were to be visited by an expert possessing special background in the use of new media as well as in the content field itself. The four groups of

institutes to be studied were: (1) English, (2) geography, (3) history, and (4) "other fields," the latter involving directors of reading, modern foreign languages, and school library personnel institutes.

Four factors were involved in selecting the eight institutes to be visited in each field: (1) a reasonable geographical distribution within each of the major regions of the United States was sought, (2) six of the eight institutes in each of the fields of English, history, and geography were to be directed by individuals who had attended one of the Special Media Institutes, and two in each field were not, (3) convenience of calendar schedules was to be considered so as to permit on-site visitors to meet their schedules within the time allotted, and (4) costs of travel were to be considered so as to provide proper institute coverage within the budget provided. Suggestions for specific institutes to be visited were obtained from the U.S. Office of Education personnel, directors of the Special Media Institutes, and members of related professional associations, as well as from the individuals assigned to conduct the field studies.

Institute locations finally selected (and on-site visitors assigned) were as follows ("C" denotes a control institute ----one directed by an individual who did not attend a Special Media Institute):

*English (Dr. Martha Cox, San Jose State College). University of Nevada, Reno, Nevada (C); University of Wisconsin, Milwaukee, Wisconsin; Lawrence University, Appleton, Wisconsin; College of William and Mary, Williamburg, Virginia; Rutgers, The State University, New Brunswick, New Jersey; City University of New York, Hunter College, N.Y., New York; University of Santa Clara, Santa Clara, California (C); and Loretto Heights College, Loretto, Colorado.

*History (Dr. Beryl Blain, Indiana University). Arkansas State College, State College, Arkansas (C); Chadron State College, Chadron, Nebraska; The Citadel, Charleston, South Carolina (C); Indiana State University, Terre Haute, Indiana;

College of the Holy Cross, Worcester, Massachusetts; Union College, Schenectady, New York; University of Dayton, Dayton, Ohio; and San Josa State College, San Jose, California.

*Geography (Mr. Charles F. Gritzner, Louisiana State University). University of Texas, Austin, Texas, (C); University of Wisconsin, Milwaukee, Wisconsin (C); University of Georgia, Athens, Georgia; University of Hawaii, Honolulu, Hawaii, Oregon State University, Corvallis, Oregon; University of Idaho, Moscow, Idaho; University of Southwestern Louisiana, Lafayette, Louisiana; and Florida State University, Tallahassee, Florida.

*Modern Foreign Languages (Dr. Phil C. Lange, Teachers College, Columbia University). Murray State College, Murray, Kentucky; Gannon College, Erie, Pennsylvania; and Furman University, Greenville, South Carolina.

*Reading (Mr. Kenneth McIntyre, University of North Carolina). Eastern Michigan University, Ypsilanti, Michigan; New Mexico Highlands University, Las Vegas, New Mexico; and State University of New York, College at Buffalo, Buffalo, New York.

*School Library Personnel (Mr. Kenneth McIntyre, University of North Carolina). University of Georgia, Athens, Georgia; and Indiana State University, Terre Haute, Indiana.

Thus it will be seen that the 32 institutes were located throughout various regions of continental United States and Hawaii. Seven were in the East, eight in the South, seven in the Midwest, six in the Rocky Mountains and Plains Region, three on the Pacific Coast, and one in Hawaii.

Conducting the On-site Visits

Procedures employed in developing plans for field visits to the institutes selected for the SMIIS Project were as follows:

*Final reports of the completed Special Media Institutes held earlier at University of Southern California, Michigan State University, and Syracuse University were studied.

*A rough draft was developed of suggested steps, criteria, and procedures for conducting on-site visits. Special attention was given to questions and suggestions for observations that pertained to the objectives and related activities identified for the Special Media Institutes. This material was submitted for criticism to members of the SMIIS Advisory Board and to the five on-site visitors.

*A smooth version of this plan was then developed on the basis of these suggestions. Copies of this plan and a full explanation of its intended uses were then sent to the 32 directors whose institutes were to be visited requesting indication of their willingness to partic ipate in the project. Upon receipt of such acknowledgement, the on-site visitors and directors together arranged mutually satisfactory visiting schedules. The recommended period for these visits was the third, fourth, or fifth week of a six-week institute. Each visit was to last no more than two days.

*An interview guide was developed to assist the on-site visitors during their two-day visit. This schedule was also submitted for criticism to members of the SMIIS Advisory Board and to the five on-site visitors.

*A smooth version of the Interview Guide was developed from these suggestions and discussed (by mail and telephone) with the five on-site visitors. Questions pertaining to its use were settled at that time. This guide was designed to be used during interviews with directors, participants, and campus audiovisual directors. One Interview Guide folio was furnished for each

visit. A complete Interview Guide is included in the Appendix of this report.

Each on-site visitor was asked to write: (1) an individual institute report following in detail the outline of the Interview Guide, and (2) a final summary report of all his visits viewed together. This latter summary report was planned to constitute a separate by-lined chapter in this SMIIS final report.

Upon completing each visit, the on-site visitor wrote a factual report of his observations. This was then sent to the SMIIS Project Coordinator who reproduced and sent it to the director of the visited institute. In an accompanying letter, the director was invited to comment further upon the visitor's observations should he care to do so. All such comments were noted and furnished in turn to the on-site visitor as a reference in preparing his final summary report.

The chapters following present the observations and details drawn from these on-site visits as they pertain to the objectives of the SMIIS Study. The final chapter, "Summary and Recommendations," will discuss recommendations considered applicable to all fields as well as recommendations unique to content areas.

History Institutes

By

Beryl Blain

Indiana University

The study of history can encompass a wide range and varied approaches to its content. Each study may concentrate on historical periods of a single nation or of several nations; on historical events, recent or past, and their influence within a nation or nations; or on areas of the world---their culture, economy, government---and interrelationships of these areas. Similarly, an approach to the study of historical content may be varied; it may be thematic, interpretative, comparative, topical, or chronological, or it may have different combinations of these qualities.

In visiting eight of the Summer 1966 History Institutes the writer found no two alike, either in content offered or in approach to the study of selected content. However, similarities did exist in their programs. While content was an essential component in them, attention was also given to media, although the degree of that attention ranged from minimal to substantial. And when the organization of the institute programs was considered, the writer found that all eight institutes could be classified either as "content-media oriented" or as "content-oriented."

In content-media oriented programs, both substantive courses and media instruction were essential components. The defining criterion for content-media programs was the inclusion of either a methods or a materials and methods course. Three institutes met this criterion. A fourth program also was classified as content-media although the methods and media instruction was considered an informal program component. However, the extent of production activities in the program, the provision of a well-equipped materials center, and the use of two media specialists provided media instruction comparable to that included in the materials and methods courses.

The remaining four institute programs were classified as content-oriented because, in them, materials and methods of instruction were considered peripheral components and emphasis was placed, instead on substantive courses.

The determining factor influencing program orientation was the director's view with regard to needs he believed his institute should meet as a means of improving the teaching of history or social studies. Therefore, consideration of the

attention given to media in any one institute had to be viewed in light of the stated institute objectives.

Directors of six of the institutes attended the Special Media Institute for History at Syracuse University; the other two had not. In this report, the writer did not take this particular factor into account except in the section entitled, "Influences of the History-Media Institute."

Observed Uses of Media

The most extensive uses of media in history institutes classified as content-media oriented programs were observed in methods or methods and materials courses. Three institutes included such courses in their formal instructional programs. Their content and media activities observed in connection with them are described in some detail in what follows.

In one institute, the course was entitled "Materials, Methods, and Techniques in United States History." Its instructor had planned demonstrations and discussions of the selection and use of newspapers, motion pictures, bulletin boards, maps and globes, local resources, field trips, and recorded materials. Also included was instruction in textbook evaluation, use and sources of supplementary printed materials, planning and using group discussions and student reports, handling controversial issues in the classroom, preparing lesson outlines, planning classroom experiences for gifted and below-average students, and constructing tests and evaluating student growth. The writer visited this institute early in its program; instruction had not progressed sufficiently far to see results. During her visit, however, participants toured the Audiovisual Center where facilities and services were explained by the audiovisual director.

In the second institute, the course was entitled "Methods and Materials of Instruction," and the work was organized under the units: (1) unit teaching, (2) group work skills, (3) instructional resource materials, (4) audiovisual materials, and (5) evaluation. Detailed here are two units: instructional resource materials and audiovisual materials.

Instructional Resource Materials, Sources of information for instruc-

tional materials; programmed instruction; newest materials available for use in classroom; evaluation of courses of study from outstanding school systems; making use of community resources; studying the community and community service.

Audiovisual Materials, Graphic materials, posters, cartoons, common kinds of charts (time, line, etc.); free and inexpensive materials; graphs, maps, and globes; teaching map and globe concepts; making inexpensive maps and globes; motion pictures; television; field trips; demonstrations; dramatized experiences; debates and discussion; recordings and exhibits; creating filmstrips and slide series.

The institute program of which the above course is a part, was unique in the manner in which it correlated substantive courses and the materials and methods courses through field trips. Prior to the writer's visit, one such week-end field trip had been taken. During her visit, a week-long trip was in the process of being planned. Media activities connected with these trips are described in some detail in the following paragraphs.

One follow-up activity of the week-end field trip was a bulletin board project prepared by a participant committee. Entitled "Here Is the West," the bulletin board displayed pictorial, object, and reading materials associated with an "old" West theme. Other materials were arranged on a table beneath the bulletin board.

Good utilization practices were evident in the preparations being made for the week-long trip, in the activities planned during the trip, and in the assigned follow-up activities. The writer observed the use of a series of filmstrips to prepare participants for what they would "see" on the trip. This series, entitled "Learning Through Seeing," was produced by the institute director. He demonstrated three ways to use sound filmstrips: (1) by showing some frames with the recorded narration; (2) by showing some frames with no commentary, but only with questions to stimulate viewers to see "things" in the visuals; and (3) by asking some participants to serve as narrators to read aloud the printed commentary supplied in a study guide.

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Participants were encouraged to take their cameras on trips. Future discussions in preparing for the trip were to include some simple scripting ideas. Participants were also challenged to "think up" some way of marking the cars so they would be descriptive of the trip's purpose.

While the trip was in progress, evening discussions would review the day's events and project to events planned for the following day. A traveling library was to accompany the group, and a specialist was to join them to serve as a special lecturer. All faculty members and the director were to accompany the participants.

Follow-up activities assigned included the making of a "log" with emphasis on its being creative but applicable to the participants' own teaching situations. The "log" was expected to represent not only a written record of the trip but a collection of visual-verbal materials and realia.

A third institute included in its instructional program a methods course entitled "Teaching American History to Slow Learners." Emphasis of this course was on methods of teaching with particular rather than a broad range of instructional materials. The following topics were included: (1) characteristics of slow learners, (2) approaches to teaching American history to slow learners, (3) American history course designs for slow learners; (4) learning materials and equipment for slow learners. Materials and methods observed in connection with this course are described in the following paragraphs.

Closed-circuit television linkage with the Laboratory School enabled participants to observe demonstration lessons in teaching American history to a class of slow learners. On one day of the writer's visit, the institute director replaced the regular teacher of the class. Before the telecast, he showed participants several overhead transparencies he intended to use later and discussed with them his proposed teaching method and techniques---those of critical inquiry and role playing. Following the telecast, both the director and the regular teacher discussed the demonstration lesson with the participants, eliciting from them their own evaluation of his demonstra-

tion, their ideas of other methods and techniques he might have employed, and their own experiences in presenting the basic concept of similar lessons in their own teaching situations. Participants were invited to try out their ideas with the class, and several indicated their desire to do so. Videotapes were made of these demonstrations for replay and detailed study. The writer was privileged to see a replay of an earlier lesson in which the "old rumor game" was utilized as the teaching technique.

Community understanding of school programs for slow learners is essential to community support of such programs. Teachers of slow learners may be called upon to perform such public relation functions. To provide participants with experience in the use of radio as a public relation technique, the director initiated a series of radio information programs entitled "A Crisis in Education: Teaching Slow Learners" broadcast from the campus FM radio station. Late during the afternoon of the writer's visit, the director and four institute participants presented a panel discussion about the nature and characteristics of slow learners. Participants listened to the broadcast, which was taped for replay and study. Unfortunately, the writer was not on campus for the follow-up discussion. In later programs in the series, other participants were to have opportunities to plan and participate in similar programs.

During the writer's visit a third activity took place in the methods course which merits mention here. The assistant institute director took fifteen of the men participants (the women were not permitted to go) to visit with teachers in an instructional program at the State Farm School (a penal farm for men). From the visit, participants hoped to learn the approaches of these teachers to teaching history to adults and, at the same time, to obtain adult reactions. The fifteen were to share their information with other participants in later discussion periods. The writer witnessed among this group of participants more sharing of teaching techniques, methods, and self-designed and self-prepared materials and more seeming enthusiasm for their teaching roles than in any other institute. Perhaps this was because of their singleness of purpose.

The programs of half the institutes visited appeared to be content oriented. In them, teaching methods and media activities were somewhat peripheral or were only informal components of the instructional program itself. One common media activity was the showing and discussion of films and filmstrips, some of which dealt with teaching methods and others supplementing content presented formally in the program. In some institutes, preview and discussion periods were scheduled regularly; in others, scheduling was random, often governed only by receipt of ordered materials or by the appropriateness of the material to substantive aspects of courses under way.

In one institute, a number of films had been ordered from the U.S. Department of State film library. Prior to the writer's visit, two of these films had been shown and discussed. Films were selected to supplement the substantive courses and to serve, as well, as examples of free materials available from typical governmental departments.

Following the Syracuse Special Media Institute, two directors ordered the Fenton films* and selected other titles relevant to substantive courses for group viewing and discussion. In one of these institutes, the director and administrative assistant previewed and evaluated films and filmstrips originally selected. Those deemed unsuitable for general participant viewing were eliminated. In one seminar discussion, the nature of the discussion led the director to show a set of transparencies with an accompanying tape recording, "Ohio River Valley."* Scheduled for a future period was the LP recording, "Hark, the Years," containing recorded voices of more than fifty outstanding celebrities of two centuries. Still another seminar discussion was directed toward the role of the textbook, multiple textbooks and resource materials, and the proper relationships of teacher, texts, and students. A discussion of illustrations in textbooks led one participant to say that he had found reproductions of paintings the most useful

pictorial materials in textbooks. The instructor, himself, cited the Carnegie Foundation Slide Series when asked about sources of slides of paintings.

In still another institute, the director showed a series of "pilot" prints of his own filmstrip series of Africa.** This showing followed a morning lecture. Attendance was optional; approximately half the participants remained. The filmstrips stimulated many questions about Africa thus revealing the interest of participants in the people, customs, and living conditions of Africa. One participant offered to operate the equipment so as to enable the director to concentrate on his teaching duties.

Three institutes scheduled preview and discussion periods of selected titles or of the five titles released in the Fenton film series.*** Participants' reactions to these films are described in a following section, "Participants' Comments." In one institute, viewing of the Fenton films was followed by discussions of curricular developments. Participants who had been engaged in curriculum revision work in their own school systems described what they sought to do. Some were being helped by institutions of higher learning (Yale University and Williams College). A representative of Educational Services had also been invited to be a guest speaker for one of these sessions. Participants' reactions to these activities seemed most favorable; one from a small system stated that hearing what others were doing "made his mouth water." He was discouraged, however, about the possibilities of trying out such things in his own school system.

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*Prepared by Dr. Edwin Fenton, Carnegie Institute of Technology, to demonstrate the inductive approach to teaching history.

**Titles in this series are: "An East African Journey"; "West Africa: Architecture"; "Ethiopia: Architecture"; "West African Journey."

***Six teacher training films demonstrating an inductive approach to teaching, prepared by Dr. Edwin Fenton, Carnegie Institute of Technology, and distributed by Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, 10017.

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The use of media in substantive courses was minimal in the eight institutes visited. Frequently, it was limited to the chalkboard upon which names, dates, and places or the main points of a lecture were listed as mentioned. The following examples describe specific uses observed by the writer.

One instructor had overlayed a military map of Vietnam with acetate and, with a felt-point marker, outlined boundaries and noted places of current interest. Throughout this lecture, he used the map especially well to show geographical features contributing to difficulties of warfare, to locate places discussed in the lecture, and to contrast the conditions of terrain.

In two separate institutes, the writer observed two instructors of substantive courses making commendable use of films. In the first instance, the film used was entitled, "You Are There: The Bank Holiday Crisis of 1933." The instructor's introduction prepared participants for the film content and linked it to a previous lecture. Also, he asked participants to note especially content that would need to be clarified if the film were to be used with high school students. Following the showing, he elicited from participants not only what they had learned about the film, but also what its contributions might be toward aiding high school students to understand what a "bank holiday" really is.

In the second instance observed, the instructor appointed a participant committee to preview the film with him, "The Constitution and the Right to Vote," to determine its possible value for the rest of the class. The committee decided it did have value. On the day the film was shown, its members constituted themselves as a panel to introduce it and to lead a post-showing discussion. The most lively part of the discussion was in answer to the questions: Could you use this film in your class? If so, why and how?

One instructor had outlined his lecture points on overhead transparencies rather than the chalkboard. During his lecture he presented statistical data, showed reproductions of historical personages, and located geographical points on a simple map sketch.*

The writer is of the opinion that overhead projectuals are rapidly "taking hold" in classrooms in this country. One instructor showed the writer numerous transparencies he had prepared and a 3-M kit he had purchased so that he could prepare additional projectuals as needed. His use of these materials had so stimulated a fellow faculty member of the institute that the latter had, by his own words, become "converted." At the Syracuse Special Media Institute, one director used part of his free time to make Thermofax transparencies of maps in an atlas he himself is preparing for publication. He reported that he had used these maps in his institute lectures.

Other reported, but not observed, uses of media in substantive courses were of films, filmstrips, tapes, and slides from personal collections. The following exemplifies one of the reported uses of a film. "A History of the Negro in America" was introduced by reading a clipping from the New York Times about revising textbooks and other materials to recognize the Negro's place in American history. Following this showing, questions were asked: Could you show this film in your school? What would be your reason(s) for showing it? For not showing it? What purposes could it fulfill?

In all eight institutes visited, special demonstrations in the use or production of inexpensive materials were observed frequently. Several directors had invited 3-M Company representatives to demonstrate the making of transparencies by the Thermofax method. In addition, participants of one institute were taken to the local Tecnifax plant for a four-hour demonstration.

*The writer also visited a new classroom building on this same campus. There each room was found to be equipped with a screen, an overhead projector (instead of a chalkboard), and a portable, combination lectern-overhead projector stand. The institute director was instrumental in obtaining this innovation; he did, however, point out that chalkboards had been added later in some rooms because of faculty demands.

Two institute directors invited map company representatives to display and to demonstrate uses of their maps and globes.

Inspired by the demonstration at the Special Media Institute of different ways to use films, one director gave a similar demonstration to his participants. Participants stated this demonstration provided them with new insights into ways of utilizing filmic materials.

Institutes having collections of media in their own materials centers offered participants ample previewing and evaluating opportunities. Usually filmstrips, tapes, and recordings were housed permanently in the centers; films were usually ordered for periods of one or two weeks. Two institute directors required participants to fill in evaluation forms for materials used. In one case, the director planned to collate these evaluations and later to distribute duplicated copies of them to all participants. In still a third institute, participants were asked to fill in evaluation forms for those materials they saw during the viewing and discussion periods. The evaluation forms used were similar to those distributed by EFLA (Educational Film Library Association).

Facilities for Media

Since all institutes included substantive courses in their programs, the writer considered that facilities within classrooms where substantive courses were taught were of critical importance. Therefore, the writer attended one session of each substantive course and noted media facilities provided. Two patterns were observed.

First, media were shown in the rooms designated as classrooms---with only two exceptions. These two classrooms could not be darkened. In one case, participants were taken to a preview room in the Audiovisual Center for classes involving uses of media. In the other, they were taken to a science building classroom equipped for projection.

Second, when media were used, equipment was brought to the classroom. In no institute was the classroom itself permanently equipped with major media

installations, although in some rooms screens and chalkboards were permanently mounted.

All eight institutes had established an instructional materials center for use of participants. The location of this center varied; sometimes it was at the rear of an ordinary classroom; at other times it was in a special area set aside in a seminar or discussion room. In two cases it was housed in an area of the library reserved for participants' use; in one case it was concentrated in a large room used solely for an instructional materials center. Space occupied by a center ranged from a simple table or a bookshelf to an entire room as large as or larger than the usual college classroom.

In four institutes, some or all types of projected and recorded materials were available for previewing and evaluating in the materials centers; in two of the four cases, resources of the Audiovisual Center were additionally available. In the remaining four cases, previewing and discussion of materials took place during regularly scheduled periods, as described later.

Media for the materials centers were selected by the director (sometimes in conjunction with the assistant director or administrative assistant or with instructors) with the criteria of selection being the substantive course content peculiar to the particular institute.

The materials center of one of the institutes was well equipped for production activities with Thermofax copiers, a Tecnifax diazo copier, a Varitype Headliner and Film Strip Printer, and a dry mount press. The director had obtained these items from commerical distributors on a temporary loan basis.

On the campuses of three institutes an Audiovisual Center was established, and, on a fourth, a Division of Extension Services provided similar services. All four had materials collections which were available to institutes without charge. Two of the Centers also had production facilities, but these were available to institutes only on a "charge" basis. In these four institutes, the use of the Audiovisual Center facilities was primarily one of routine services -- loans of

equipment needed for the institute program, equipment maintenance or repair, and booking or ordering instructional materials, either from the on-campus materials library or from outside sources.

Directors of the Audiovisual Centers on these four campuses knew that a history institute was being held locally. In one case, the writer observed a written communication from the Audiovisual director concerning the arrival of some films for preview; in another, it was noted that a letter about some commercial film releases had been forwarded with a note to the institute director indicating that the films in question would be ordered for preview if he wished to see them. In a third case, the Coordinator of Utilization Services of the Audiovisual Center had sent the institute director a note offering services of the Center to the institute program. In a fourth case, the Director of Extension Services had participated with the institute director in a campus workshop during the spring semester. This activity is described later.

In no case, however, was the director of an Audiovisual Center requested to provide his services or the services of his professional staff in a consultative capacity concerning the institute program itself. In one institute, however, a member of the Audiovisual professional staff was scheduled as a visiting lecturer to demonstrate uses of various educational media.

On campuses where an established audiovisual center did not exist, directors were required to rely exclusively upon their own resources. In three institutes, the History Department (sometimes jointly with the Political Science Department) owned and maintained its own equipment. Usually, this equipment included only film, filmstrip-slide, and overhead projectors; sometimes an opaque projector, tape recorders, and record players were included. One of these three could borrow additional equipment from the Military Department, if needed. The director of the fourth institute in this group borrowed equipment from the Science Department.

The absence or presence of an on-campus audiovisual center seemed not to determine the extent of use of media in any institute; rather, the determining factors appeared to be the interest of the director and his faculty in media or the emphasis of the institute program upon media. Whether the very existence of an on-campus audiovisual center influenced the director in his orientation of the institute program is debatable. The writer found no evidence that the Special Media Institute at Syracuse had stimulated measurably a director to use the resources and personnel of a campus audiovisual center.

The writer believes there were two reasons why the professional services of an audiovisual staff were not requested when such services were available. In the first place, qualified faculty members were hired for the institute itself to carry out those responsibilities, or the directors themselves assumed them. In two of the four institutes, a methods and materials course was an integral part of the institute program. A faculty member knowledgeable both in the content of the institute and in methodology and materials was responsible for bringing media experiences to participants. In one of these two institutes, the director also assumed some of this responsibility.

In a third institute, the director taught the methods course. During the regular school year, this director and his assistant director both had administrative and supervisory duties in the Laboratory School. Therefore, the use of a demonstration class in the Laboratory School, of the Teaching Materials Center (reported as one of the most extensive in the state), and of the CCTV linkage between the institute classroom and the Laboratory School were activities the director and assistant director could provide but over which the audiovisual center itself had no jurisdiction.

The second reason for not using the professional services of an audiovisual staff was that the design of the institute program gave emphasis and depth to content rather than to materials and methods. Therefore, the peripheral use of media was handled by the director or assistant director or by instructors in the institute and was not considered to be so extensive as to require services of audiovisual professionals.

Only two of the eight institutes provided facilities for participants to prepare instructional materials. In the combination classroom-materials center of one of them, there were several portable bulletin boards and tables for display and for work. Production equipment consisted of a 3-M Thermofax copier and a 35mm camera and copy stand, the latter two items being the personal property of the director. One participant brought his own 8mm camera. Production activities were planned as part of the materials and methods course. Early in the session the instructor of the materials and methods course of one institute had distributed a handout, "How To Make an Inexpensive Globe." While production of the globe was not required, several participants indicated they intended to make one. The assignment of preparing "logs" of the week-long field trip constituted the basis for many production activities. A similar project had been initiated and carried through successfully in the 1965 program, and one of the instructors told the writer that these "logs" were almost unbelievable in their originality, creativeness, and portrayal of historical knowledge. Also, he said that the exhibits of these "logs" and other production projects were widely visited by other students on campus.

In the second institute, production activities centered around the preparation of a short lesson which was later to be videotaped. An educational media specialist was engaged for a two-week period prior to the taping. His responsibilities included demonstrating methods of preparing simple, inexpensive materials and assisting participants in producing materials for use in the lesson to be videotaped. Production equipment consisted of two Thermofax copiers, a Tecnifax diazo copier, Varitype Headliner and Film Strip Printer, dry mount press, paper cutter, and materials and equipment for lettering, mounting and laminating. In addition to preparing materials for the lesson to be videotaped, participants used facilities to prepare materials for later use in their own teaching situations. In this institute, a second educational media specialist had been engaged for the following two-week period to assist participants in taping their lessons and in suggesting improvements. The campus closed-circuit television studios and videotaping facilities were reserved for

these sessions. Prior to the actual taping, participants toured the CCTV facilities and were given procedural instructions.

Instructional Resources

Directors of all eight institutes, in either direct or implied statements, considered the instructional resources of their institutes adequate with respect to the objectives of their institute programs, although materials for some substantive courses were lacking. Generally, two factors governed the amount and kinds of materials about which directors provided information to their participants: (1) the director's knowledge of instructional materials especially suited to the substantive courses of an institute program (The Special Media Institute at Syracuse contributed substantially to this knowledge. One director considered the "blue" source book given him there a most valuable asset and strongly suggested that its distribution be continued), (2) the director's knowledge of the possible uses of media in future teaching assignments of participants. In one institute, for example, free and inexpensive teaching materials were emphasized because of low school budgets for rental or purchase of materials. In another case, filmstrips, slides, and bulletin boards were emphasized, rather than films, because the former were thought to be more readily available to participants.

All directors supplied participants with extensive bibliographies of reference materials relating to the substantive courses. Several publishing companies supplied directors with free copies of numerous paperbacks; others were purchased. Directors also collected a wide assortment of pamphlets, magazines, and study guides from such organizations as the Committee for Economic Development, The Foreign Policy Association, Education and World Affairs, Civic Education Service, the National Council for the Social Studies, and the Center for the Study of Democratic Institutions. Some directors listed in their bibliographies sources of audiovisual materials.

Campus libraries often housed special collections of instructional materials related to substantive courses of the in-

stitutes. Notable examples were the Payson Jackson Treat Collection at San Jose State College; the collection of children's books at Chadron State College; and the collection of General Eisenhower's and General Clark's papers at The Citadel. Directors and instructors often supplemented such reading and reference materials with items from their own private collections.

Where film and filmstrip libraries were available, collections of titles ranged from several hundred to several thousand. Such numbers are of little relevance to the actual use of such materials in the institutes, however, since the size of a collection does not indicate its usefulness to the program of a given institute. For example, the writer noted that on the campus with the largest film collection, only four titles in the list of films requested by the institute director were actually available at the on-campus film library. In another institute, however, one of the instructors observed that his institution's instructional materials collection for history was very good. He attributed this fact to the director's special interest in materials and his systematic addition to the library over the years.

Slide sets and overhead projectuals used in institutes were usually drawn from private collections of the director and/or his faculty. Some projectuals had been purchased for history departments or especially for the institute. Few single concept or 8mm films dealing with historical content were available. One director ordered the Eyegate series on Africa but doubted he would get them and believed that, if he did, it would not be in time for participants to preview and evaluate them.

All institutes provided maps for instructor and participant use and reference. Without exception, these maps were owned by the Division of Social Sciences, the History Department, or jointly by the Department of History and Political Science. Types of maps used usually reflected director and faculty preferences. In one instance, True Raised Relief Maps*

were preferred because of their reputed accuracy. In another, large-sized maps were used because of their easy readability for participants seated in back rows. One instructor of a materials and media course used his personal collection of maps showing the various trails used in the Westward movement.

Maps were displayed in the materials center of only one institute. This particular display was the series of sculptural Relief Maps with transparent plastic overlays (A. J. Nystrom & Company). One institute did not attempt map and globe displays because the Teaching Materials Center in the campus library had such exhibits, and participants were free to use the resources of this Center.

Many free descriptive materials given participants included information about maps and map utilization. Examples: (1) An issue of Nystrom's "Around the World" (one in a series of publications describing how globes and maps can be used in teaching pupils some basic geographic relationships); (2) Rand McNally's "Relief Outline and Desk Outline Maps" and the "RanVue Teaching Transparencies for Overhead Projectors"; and (3) Free descriptive materials from the Civic Education Service including information about several "Headline-Focus Wall Maps" and an example map of "Divided Germany."

Charts and a globe were noted in only one classroom. The globe was a 16-inch Merged Relief (Rand McNally), and the chart was the "American Economic Series" by Denoyer-Geppert. One materials center had on display the Nystrom charts, "Map Symbols and Geographic Terms."

Collections of still pictures were non-existent in either classroom or in materials centers. The writer did note on a bulletin board in one center an announcement of 212 documentary photographs organized by Dr. John L. Jensen and distributed by Documentary Photo Aids.*

Exhibits and displays consisted mainly of printed materials. Prior to the arrival of a visiting lecturer who was to speak about the Negro in United States history, one director posted a bulletin

*Aero Service Corporation, Photogrammetric Engineers, Relief Model Division, 210 East Courtland Street, Philadelphia 20, Pa.

*Documentary Photo Aids, P.O. Box 2237, Phoenix, Arizona, 85002.

board display of pictures and materials obtained from The Association for the Study of Negro Life and History, Inc.

Historical sites or reconstructions were accessible to four institutes. In one institute, field trips to historical sites were an integral part of the instructional program. Details cf this activity have been described earlier. In the other three institutes, field trips were regarded as recreational or enriching rather than instructional activities. Directors did furnish participants with information about sites to be visited and, in two cases, arranged details of trips.

Two institutes had access to on-campus museums. In neither case, however, was the museum's content related directly to the institute program. In one case, it was suggested that participants become acquainted with museum offerings because its curator was in the process of planning a mobile museum exhibit for schools, for the following year.

Student Reactions to Media Experiences

Since it is found that participants apply to institutes they believe will meet their needs, institutes finally attended seem to meet their expectations. Those who attend content-oriented institutes usually do so because they need historical content for new curricular offerings of their schools or they seek recent interpretations of the content of already established history courses. Participants interviewed rarely expressed a desire for information about new teaching strategies or applications of content to particular teaching situations. A few did express interest in learning more about team teaching strategies.

Participants in content-oriented institutes were interested in materials that could be used in their teaching, but this interest was likely to be directed more toward text and reference materials than to other types of instructional media. Where the option was offered to preview projected materials or to audition recorded materials, it was accepted by many. Group discussion, following showings, was regarded as time well spent.

Participants attending institutes where emphasis was given to methods and materials as well as to content also were satisfied with the programs they experienced. Relative to materials and methods, a frequent comment was heard: "It's just what I needed." This enthusiasm seemed genuine. But some wished they had known, prior to coming to the institute, about the production activity of the institute program so they could have brought "things" from home to turn into transparencies, or to mount, or to laminate.

The Fenton films were shown both in content-oriented programs and in content-media programs. Much as might have been expected, participants varied in their reactions to ideas and teaching methods they presented. What struck this writer was the distinct clustering of reactions around the two extremities of a typical acceptance-rejection continuum. The bulk of participants interviewed were either: (1) enthusiastic about possibilities of the inductive teaching method and considering giving it a try, or (2) negative in their attitudes toward the whole idea because "It takes too much time," or "I'm not teaching a group of exceptional students."

In general, participants interviewed reacted favorably to whatever media activities an institute program provided; however, there were a few negative reactions. One participant questioned whether there was a "dire need of instructing them in media." It developed that he came from a school system with an already well-established materials center that provided considerable teacher assistance in the preparation and use of media. Most participants appreciated the director's efforts to provide them with descriptive information about books, reference materials, and various other instructional media. A few expressed frustration in receiving this material in such large quantities, however. And one frustration stemmed from not knowing which of the materials were good and which were poor. Many expressed the wish that only information about the "best" be given them. A second frustration stemmed from the unavailability of materials for their own classes, either because of the poor distribution within the school system or a lack of funds to purchase them.

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Influences of the Special Media Institute

The writer believes that the greatest contribution of the Special Media Institute to the directors who attended was the broadening of their perspectives relative to the media field and to the whole realm of communication problems in teaching and learning. The writer has concluded, also, that the long-range consequences of the Special Media Institute will be greater than their more immediate effects as reflected in the Summer 1966 History Institutes. This conclusion stems from a number of things the writer learned in her discussions with the six directors who had attended the Special Media Institute at Syracuse.

First, directors are known to have shared their Syracuse experiences with their campus colleagues. There is evidence that this sharing will affect favorably the future teaching of college courses.

For example, one director initiated a faculty in-service workshop that included demonstrations of making 2" x 2" slides, 3-M transparencies, and masters for the spirit duplicator, as well as uses of single concept films, and overhead projectuals. The director himself assumed responsibility for the slide production demonstration. The Director of Extension Services on this campus told the writer that the workshop was enthusiastically received by the faculty and that increased faculty uses of instructional resources of the Extension Services resulted.

On another campus, the director told the writer that his discussion of the Syracuse experiences with members of the History Department had led several to preview and order filmstrips for use in their classes for the coming year.

On a third campus, the director had encouraged a faculty colleague to apply for the Summer 1966 Educational Media Specialist Institute for trainers of teachers at the University of Arizona. The director attributed his action indirectly to the Special Media Institute he attended. The participation of this faculty member in an Educational Media Specialist Institute will undoubtedly influence future media activities within the History Department on this campus.

Several directors considered Professor Postlethwaite's tele-lecture discussion of his audio-tutorial approach to teaching botany as their single most valuable experience at Syracuse. One director is considering a modification of that technique for his own classes. This director will be on leave of absence next year so did not write a proposal for an NDEA History Institute. He did state, however, that should he ever direct another institute he would use the tele-lecture as a means of presenting visiting lecturers.

A second long-range effect that can be attributed to the Special Media Institute at Syracuse is the interest directors now have in developing audiovisual or materials centers on campuses where none now exist. Directors on two such campuses expressed this interest to the writer. One of them has initiated such action by recommending to his institution's Office of Development that an audiovisual center be established on his campus and that an educational media specialist to the faculty be appointed.

A third long-range effect of the Special Media Institute at Syracuse will be reflected in proposals for the 1967 NDEA History Institutes. On one campus where there is already an established Audiovisual Center, the professional faculty, resources, and facilities of the Center were not used to any extent by the Director in his 1965 and 1966 NDEA Institute programs. But, in his 1967 proposal, the director has included a week-long workshop, modeled on the Special Media Institute at Syracuse, to be devoted to instruction in new approaches to teaching history and to experimentation with and investigation of various media processes and techniques. A member of the Center's professional staff and the facilities of the Center have been engaged for the workshop.

The chief immediate effects of the Special Media Institute on the Summer 1966 NDEA History Institutes were two in number. First, two directors did modify their plans of operation to include some media experiences. These experiences were principally showing and discussing the Fenton films and certain other selected media relevant to substantive courses offered. Second, directors did include in materials centers descriptive information about various media and did provide references to methodology as

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well as to historical content. They demonstrated techniques in utilization they had experienced, and, when facilities permitted, they demonstrated production techniques observed at Syracuse.

Directors of two institutes visited had not attended the Special Media Institute at Syracuse. In the discussion that follows, these will be designated as "control" institutes. Those whose directors did attend the Syracuse Institute will be designated as "non-control."

The program of one of the "control" institutes was content-oriented. There were only a minimal differences in the extent of media activities in the "control" and the "non-control" institutes.

The program of the second "control" institute did include a materials and methods course. The basic difference between this and the "non-control" institutes with similar courses was in the extent of production activities provided participants. The lack of production facilities in the "control" institute was probably the determining factor causing the difference.

The writer can only conclude that observable differences in the immediate effects of the Special Media Institute were minimal and that this is attributable, in large part, to its timing. Basically, the 1966 NDEA History Institute program had already been planned (including materials and resources), staffed (including consultants), and budgeted before directors attended the Syracuse institute. Consequently, only minimal immediate changes could reasonably be expected to occur this year. As previously stated, however, the writer believes that long-range effects will be much more significant.

All directors interviewed were of the opinion that the Special Media Institutes should be continued. Their recommendations for future institutes were as follows:

1. Invite both a director and one of his faculty.

2. Consider inviting one director from a given geographic area who could, in turn, be assisted in holding a similar institute or workshop for other directors in his own geographic area. In this way, in any one year, the benefits of the Syracuse Institute could be multiplied.

3. Ask directors, before coming to the institute to bring materials to be used in producing transparencies, slides, and other media.

4. Provide a second-level institute for directors who attended the first Special Media Institute. This new program might emphasize production of filmstrips, slides, and 8mm film loops, among others.

5. Arrange to have facilities of the Syracuse University Communication Center operating during the institute sessions so directors would be able to see it function.

6. Increase the value of demonstrations by commerical representatives by relating them to the problems and content of history teaching. Advance planning with company representatives is essential.

Recommendations for Special Media Institutes

The writer believes that the educational media field should capitalize on the current interest of directors of NDEA History Institutes in media and recommends:

1. A continuation of Special Media Institutes similar to those held in 1966;

2. Initiation of a second-level Special Media Institute that would extend directors' knowledge of utilization, selection, administration, and production;

3. The establishment of guidelines to assist directors who are interested in starting media centers on their own campuses;

4. The experimentation and development of historical materials more suitably related to the intellectual level of participants in institute programs and of college courses in history;

5. That the Department of Audiovisual Instruction provide a list of names of potential educational media consultants, together with their specialties, who could make particularly effective contributions to future history institutes.

Ch.3

Geography Institutes

By

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The eight NDEA Geography institutes visited in this study represented a cross-section of the total of 42 such institutes held throughout the United States during Summer 1966. The accompanying table indicates general data pertaining to them.

All institutes were concerned, in varying degrees, with uses of educational media. The consensus of directors visited was that in the teaching of geography such media must be used to support and strengthen conventional instruction, rather than to serve only as a frill addition or enrichment of that instruction. Therefore, the institute programs were designed to provide a basic background and understanding of the operations and uses of audiovisual equipment, production techniques, and classroom presentation procedures calculated to enable participants to learn to use media effectively in their teaching.

Media Activities in Institutes Visited

All institutes visited gave at least some attention to the selection, production, and utilization of educational media in teaching. Based on Summer 1965 Geography Survey Team reports, it seems apparent that considerably more was done with this facet of institute instruction during Summer 1966 than during the previous year. A special emphasis appeared to be placed on: (1) the use of the overhead projector (including the preparation of transparencies for it), and (2) maps as a fundamental teaching aid for geography (including topographic sheets and aerial photographs). Other media having direct application to the geographic emphasis of the institute program were illustrated, displayed, or used on appropriate occasions.

In each of the institutes visited, three methods were seen to be used to demonstrate good ways of teaching with media. The first of these methods involved actual examples and illustrations

GEOGRAPHY INSTITUTES STUDIES (MEDIA APPLICATIONS).

Director, Institution & Location	Concentration	Participants	Grade level
Dr. Wm. R. Brueckheimer Florida State University (Tallahassee)	General Geography	30	4 – 9
Dr. John M. Ball University of Georgia (Athens)	General Geography	46	4 – 8
Dr. Peter Pirie University of Hawaii (Honolulu)	Physical Geography	30	7 – 12
Dr. Harry H. Caldwell University of Idaho (Moscow)	General Geography	30	5 – 12
Dr. J. G. Jensen Oregon State University (Corvallis)	Resource Geography	25	7 – 12
Dr. Robert M. Webb University of Southwestern Louisiana (Lafayette)	General Geography	30	5 – 12
*Dr. Wm. B. Conroy University of Texas (Austin)	General Geography	45	4 – 6
*Dr. James J. Flannery University of Wisconsin (Milwaukee)	General Geography	40	7 – 12

*Control institute in which the Director did not attend the Special Media Institute at Michigan State University

of use in the teaching of regular classes. It appeared that few staff members failed to give deliberate attention to the selection and use of media in their classes. The University of Hawaii can be singled out as an excellent example of such instruction by illustration. That institute featured a demonstration class in which physical geography was taught to 22 seventh grade students. The teacher, working closely with geography institute staff members, employed a great variety of media in the demonstrated instruction. Participants observed the demonstration class and evaluated the methods employed during later discussions with the classroom teacher, the institute staff, and other institute participants.

Second, the proper use of educational media was stressed through laboratory activities, lectures and talks, and participant preparation of teaching units that included appropriate media. Through such exercises, participants received specialized training in the preparation and use of media. Further, all institutes gave participants at least some opportunities to prepare visuals for use in later teaching.

Third, an attempt was made in all institutes to inform participants concerning the availability of materials. This was achieved through: (1) materials "fairs," held at several institutes (commercial displays of books, maps, equip-

ment, and transparencies); (2) small displays of basic teaching materials, catalogs, pamphlets, and the like; and (3) provision of basic references, bibliographies, and other sources of information concerned with educational media and their uses in teaching.

Little change was noted in what was actually presented in the institute as compared with objectives listed in the original institute proposals. Concerning this fact, five directors indicated "no change," two stated that there had been "some increase in activity," and one director noted a "great increase in the variety and use of media." Two directors attributed the cause of increased media activity to what they had learned at the Special Media Institute at Michigan State University. Four commented on increased attention given the use of the overhead projector. Though some of this interest may be traced to the Special Media Institute, directors cited "participant interest" and the fact that "most schools have overhead projectors, so we feel the teachers should know how to use them" as reasons for this emphasis.

All geography institutes visited gave some attention to the selection of educational media, first, through increasing the participant's awareness of media available from commercial sources, and second, through critical analysis of available materials by staff members. Textbooks and maps appeared to receive the greatest attention.

Other educational media were displayed; some were evaluated informally. Staff members and participants were generally critical of commercially-produced transparencies for the overhead projector, 16mm films, 8mm loop films, and filmstrips. The general consensus was that their coverage and quality were not of sufficient value to make them worth the time and cost to obtain them. No institute was found to have a strong previewing program for media. In one program, however, participants previewed from 30 to 40 films and evaluated each. This number would come quite close to exceeding the preview total for all other seven institutes combined. Lack of time (or the opinion that it could be spent more profitably for other types of activities) was cited as the principal reason for not spending more time previewing and evaluating films and other media.

Three directors noted an increase in attention given to selecting media, while five stated that they made little, if any, change over that planned in the original institute proposal. "Interest by participants" was the principal reason given for this increase in two institutes; the Special Media Institute itself influenced (indirectly, at least) one director to make such changes in plans.

Techniques for producing various educational media received some attention in all eight institutes visited. The specific nature of this instruction and the budget outlay for each program is listed in the accompanying chart.

All visited institutes provided facilities for preparing overhead transparencies. Most gave attention to color-lift processes and to the making of overlay transparencies (often in several colors). Six institutes provided experiences in field mapping or in making original maps from other forms of raw data. In three cases, participants were given instruction in using 35mm cameras to make color slides and in organizing slides into meaningful teaching sequences. The making of bulletin boards, single-concept 8mm films, manipulative maps, or other media appeared to receive little attention in institutes visited.

Five directors indicated they gave more emphasis to the production of educational media in their institutes than they had originally anticipated. Three others stated that there had been no change in this emphasis. Participant interest was again listed as the major factor motivating this emphasis in four institutes; the Special Media Institute appeared to have influenced only one director. It should be noted, however, that the color-lift process was taught in all six institutes directed by individuals who attended the Special Media Institute. It is the writer's impression that the Special Media Institute may have exercised a greater influence upon directors than they realized although they found it difficult to be specific in citing isolated examples of what or how it may have influenced their programs.

EDUCATIONAL MEDIA PRODUCTION ACTIVITIES (GEOGRAPHY INSTITUTES)

Institution	Time Allotted to Media Production	Funds Allotted to Media Production
Florida State University	Two afternoons under supervision and concentration on production during last week.	$500
University of Georgia	Three lectures and afternoons during last week of institute.	80
University of Hawaii	Eight hours of instruction and supervised production of media.	NA[1]
University of Idaho	Majority of time during the last week of the institute.	NA
Oregon State University	One-half day commercial demonstration workshop; intermittent opportunities for participants to work on production of visuals. Stressed field study.	NA
University of Southwestern Louisiana	Several lectures on production; many demonstrations by staff members. Limited production opportunities.	100
*University of Texas	Four one-half day workshops conducted by Audio-Visual Center staff.	200
*University of Wisconsin at Milwaukee	Several lectures on the use of equipment; ample opportunity given for participant production of visuals.	NA[2]

*Denotes "control institute" in which director did not attend the Special Media Institute at Michigan State University.
[1] A total of $1,200 for "instructional supplies." No indication of the amount allotted to the production of media.
[2] A sum of $1,000 was budgeted for all educational supplies. An estimated $100 was spent on supplies for media production, per se.

Observed Uses of Media

Educational media were frequently observed, during the field visits, being used in integrated fashion to illustrate or clarify essential geographic facts or concepts. The frequency of this use (as judged by actual observation as well as from comments and discussions of future plans of directors) is estimated in the accompanying chart. Maps, charts, globes, overhead transparencies, standard bulletin board displays, still pictures, and raised relief maps were seen in use at all institutes. All programs visited also included slides, models, air photographs, films, and field trips in regular instruction. There was no observed use of television or radio programs.

Using results of the survey of the Summer 1965 Geography institutes as the basis for comparison, it seems fair to say that six of the eight institutes (including those directed by persons who did not attend the Special Media Institute) made outstanding uses (within the

MEDIA UTILIZATION FREQUENCY			MEDIA UTILIZATION FREQUENCY		
1	2	Media	1	2	Media
8	0	Maps, charts, globes	2	2	Soil profiles
8	0	Overhead transparencies	2	0	Weather instruments
8	0	Standard bulletin board displays	1	7	Field trips
8	0	Use of still pictures, clippings, etc.	1	4	Single-concept loop films
8	0	Raised relief maps	1	1	Teaching machine programs
6	2	Slides	0	6	Programmed textbooks
6	2	Models (weather features, landforms, city plans, etc.)	0	6	Rotary tellurian
4	4	Air photographs (including "blow-ups" and stero-pairs)	0	3	Video-taped programs
			0	3	Closed circuit television demonstrations
2	6	Films (16mm)	0	3	Flannel boards or magnetic boards
2	5	Filmstrips	0	2	Stream table (for landform study - fluvial processes)

[1]Actually seen demonstrated or used in instruction during two day visit.

[2]Director indicated that the medium would be, or had been, illustrated or used.

1	2	Media
0	1	Tape recordings
0	0	Television programs
0	0	Radio programs

framework of their planned programs) of educational media which can contribute substantially to improved geography teaching. In the other two institutes the attention given to media, both in regularly scheduled classroom teaching and in treating media as a supplemental area of concern, was not nearly so substantial. In one of these the institute was oriented strictly toward content and field study, and attention to media was limited largely to field techniques, various map forms, slides, and aerial photographs. The other remaining institute appeared to be handicapped by inadequate space, limited university and departmental resources, and a staff that was generally inexperienced in uses of media. Despite these problems, however, the staff appeared to be doing everything possible to devote as much attention as possible to "media" matters.

In most instances, statements regarding media in institute proposals were quite general in their wording. The major objective, as stated, was to "increase participant's awareness of those media available which can substantially enhance the teaching of geography." Without exception, this objective appeared to be in the process of being achieved.

All directors who participated in the Special Media Institute indicated that "some ideas" were gained through that experience, although, again, it is difficult to cite specific media interests which were given greater consideration for this reason. It would be fair to say, however, that techniques of using the overhead projector (as used in the classroom), special instruction in the production of overhead transparencies,

production of single-concept loop films, and analysis and use of programmed text-books received greater emphasis in institutes than would have been the case had the directors not been exposed to them at the Special Media Institute at Michigan State University.

Staff Assignments for Media

The Special Media Institute itself appeared to have exercised little influence upon the selection of institute staff members. Several directors indicated they would have liked to have made changes in their staffing plans so as to give more emphasis to media but that this was impossible due to the late date of the Special Media Institutes. Previous commitments for staff had already been made. In one institute, however, two assistants were hired especially to provide media instruction during the last week of the program. In another, a non-media oriented staff member who was unable to accept his teaching assignment was replaced by one having capabilities in the field. No other institutes visited were found to have hired additional media personnel (full-time or part-time) who were not already included in the original budgets.

In several institutes, specialized services from the institutions' own audiovisual centers (not included in original budgets) were requested after directors had attended the Michigan State University Special Media Institute. Four directors indicated that, in future institutes, they intended to give more careful attention to media and that they would hire one or more staff members to emphasize this aspect of their programs.

Thus, it is evident that the Special Media Institute did increase awareness of participants of the importance of educational media in the teaching of geography but that, to some extent, the effect of this increased awareness was diluted by the lateness of the date on which the Special Media Institute was held.

Facilities for Media

Two recurrent problems were noted with respect to the utilization of facilities for instruction about educational media. In the first place, in many instances

there was inadequate space and equipment for suitable production laboratories; secondly, the time limitations of an already full schedule, coupled with general inconvenience, often precluded the utilization of existing facilities. No institute was found to have a full-time program of previewing, production, or recording; none had fully equipped facilities which would encourage engaging spontaneously in these activities.

Only two institutes devoted considerable time to the previewing of films. There was no previewing activity at all in two institutes; in three others it was largely an optional activity in which only a very few persons engaged. Five institutes had access to previewing facilities at the campus audiovisual center; three others had the necessary equipment and facilities within their institutes. One institute had no facilities for the previewing or showing of films.

Many reasons were given for this de-emphasis of film and filmstrip previewing. First, previewing takes a great deal of time. Participants seemed to feel that their time could be spent to better advantage in other activities rather than in viewing films which might be of little value to them in their teaching. Second, in all but three institutes, preview facilities were not adequate for spontaneous viewing. The major problems were: the difficulty of darkening rooms without bothering other participants, the cutting off of air circulation, the time and trouble involved in obtaining films, and inadequate projection equipment and screens.

The two instances of good previewing facilities and programs deserve description. At one, a film selection committee was formed. Of the many films screened for content and applicability, approximately 35 were shown to the entire group. In the other situation, faculty members selected ten to twelve outstanding films, each of which was shown twice (on consecutive days) and evaluated by participants.

All institutes engaged participants in media production activities to some degree, though none had a fully equipped production laboratory or a full-time course or program in audiovisual aids. Three institutes relied fully on the facilities of the campus media center.

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Three others had basic equipment (ditto machine, thermofaxing equipment, acetate and dry-mount facilities, and the like) all assembled in one room within the institute for use of participants. In two institutes only standard office equipment was available. All institutes had some means of preparing overhead transparencies and ditto machines for copy work.

While the use of campus audiovisual center facilities afforded participants a wide variety of equipment and materials, they were usually found to be of limited value due to the short period of time they could be used. Only one case was noted in which students returned frequently to the audiovisual center to prepare visuals. Ideally, each institute should have its own well-equipped production laboratory in which participants are allowed to work on their own schedule and initiative with proper supervision and assistance. Such conditions were not in evidence during these field visits. Limited equipment, lack of trained personnel, inadequate space, and general inconvenience of use all hindered this facet of institute programs.

In all cases observed, the production laboratory facilities used were essentially those described in the original proposal.

Most institutes had other facilities available for informal and formal instruction. All institutes devoted some time to aerial photo interpretation and basic map making. Four institutes had well-equipped departmental air photo interpretation and cartographic laboratories which were used by participants. Stereo-viewers and basic cartographic equipment also were available in each institute visited. Three had educational television studios which were visited by participants to investigate the potential of television teaching. Two institutes had well-equipped weather laboratories which were used, to some degree, in the instructional program.

On campuses where additional facilities were available, they were used. In each case, directors considered them to be adequate. Existing facilities were the same as those described in proposals for each of the eight institutes. The only changes noted were not in basic facili-

ties, but in the minor addition of equipment (the purchase of stick-on lettering, additional stereo-viewers, and the like).

Instructional Resources

All eight geography institutes were found to have access to a variety of educational media resources. Greatest emphasis appeared to be upon map collections; there was a much smaller emphasis upon (and access to) filmstrip, disk, and tape collections.

Six institutes had the advantage of housing state or regional film libraries on their campuses; two others had access to state educational film depositories located within easy driving distance. For reasons previously mentioned, only two institutes devoted serious attention to film previewing. Two others did not show films at all. It is the writer's opinion that greater emphasis should be given, in the future, to the careful selection of new films to be shown in institutes. He also believes that participants would profit greatly from viewing films in a "selected, pre-screened" list of appropriate film titles included in state film depositories. Such lists were in evidence at only one of the eight institutes visited.

Institute directors noted that film libraries were adequate for their needs, but not utilized. In all institutes, emphasis was placed on substantive geographic content, not media per se. Directors believed that time spent in previewing, or even in providing showings for instructional purposes, could be spent in better ways.

Most institutes had access to filmstrip collections. In four cases, geography departments were found to have their own, ranging from "about a dozen" to "more than two hundred" titles. Four campus film libraries also had filmstrip collections that were available to institute directors and participants. Although seven institutes reported "showing" filmstrips, only one used them regularly in instruction. In no case were filmstrips provided in fairly large quantities for preview purposes. Generally speaking, directors appeared to be rather unenthusiastic about the value or quality of currently available filmstrips.

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Only one institute was found to be using the tape recorder. In this instance, the text commentary accompanying a filmstrip had been taped and was played as the filmstrip was shown. Several directors indicated that in the future they hoped to tape short lectures, instructions, and stimuli for various activities to have available for student use in foreign language listening rooms.

No institute visited was seen to have what could be termed an "outstanding" flat picture collection, although all sites had and used some pictures. Six institutes had "small collections" (perhaps as many as a hundred pictures); two had larger assemblages which were seen to be quite effectively used.

One institute had a number of displays, each developing a single theme (e.g., landforms, clouds, or vegetation). The pictures in these displays were reproduced (3" x 5") from colored slides taken by various faculty members. Questions and comments were keyed to pictures in each set. In general, pictures observed in use were those taken from magazines and displayed on a bulletin board. The quality of the pictures themselves and of the displays generally ranged from "very poor" to "quite effective." Three institutes used blow-ups of aerial photos (ca. 30" x 30"). In one instance, large blueprint mosaics had been obtained from the state highway department. These were received enthusiastically by participants. Several participants indicated that they intended to use air photo blow-ups in teaching lower elementary grades.

The use of flat pictures was noted in bulletin displays at all institutes, drymount and lamination exercises were carried out in several, and color-lift instructions were provided in six. However, there was little use of flat pictures in actual teaching (although one institute did use maps, aerial photographs, and flat pictures in exercises designed to show symbolization and relationships).

No preliminary institute proposal mentioned flat picture collections. To develop a flat picture collection having real teaching value requires a great deal of time and ingenuity. All directors interviewed indicated that they would like to have larger collections available for their use.

Map collections in the institutes visited were judged by the writer to range from "good" to "exceptional." Each institute visited had wall roll maps (collections ranging in number from about 100 to more than 700), topographic maps (from "several thousand" to more than 150,000), raised relief maps, globes (including 8-foot raised relief, vegetation keyed globes at the University of Texas and the University of Georgia), atlases, and daily weather maps.

Maps used in teaching illustrated a wide variety of projections, scales, means of indicating elevation, and topics. In six institutes, a number of maps were hung to show different kinds of relationships. In two where this was not done, rooms used by the institute for the summer, but not designed for geography classes, precluded the optimum utilization of maps.

All participants received basic instruction with regard to various types of map projections, map readings, and map selection. Four institutes provided some experience in field mapping or the making of maps from other raw data. One institute spent several hours on analysis and use of service station highway maps. The director felt, with considerable justification, that many of his participants could not read highway maps with ease or accuracy, yet this is the one type of map that anyone can obtain free and without inconvenience.

The only limitation observed that appeared to hamper effective use of maps was inadequate facilities for their hanging at two institutes. Neither of these cases was the fault of the director. In all cases, map collections were the same as those indicated in original institute proposals.

All institutes provided one or more types of exhibits and displays within the institute itself or elsewhere on campus or in the community. Greatest attention appeared to be focused on the book, materials, reference, bibliography, and catalog displays which were present (varying in quality from "fair" to "very good") at all institutes visited.

Most campuses had geology exhibits (rock and mineral displys), anthropological-historical museums, and displays

of various sorts prepared by other departments (weather centers, agricultural experimental farms, forestry and wildlife exhibits, etc.). With but few exceptions, such facilities were noted, but considered an optional activity. They were not integrated into the instructional program of most institutes and they were visited by very few of the participants.

Each institute had access to a university library (which generally offered open stack privileges and services of a reserve book room) as well as a basic reference library located within the institute itself. The latter usually included an assortment of elementary and/or high school texts, pamphlets, catalogs, bibliographies, geography and teaching journals, and basic geography reference books.

All institutes required much reading by their participants. In five of the institutes visited, the library was used extensively ("over one-half of their working time"); in three others it was used only sparingly. Programs that did not stress library reading assignments generally required participants to purchase a larger number of texts and other references, and these were often supplemented by ditto-handouts of significant journal articles. The quality of the institute library appeared to have a direct bearing on the amount of time participants spent in the university library. Available space seemed to be the major factor determining the quality of institute libraries.

Instruction in many classes was supplemented by slide showings keyed to lectures. Most slides were selected from personal collections of instructors. All institutes (although not all instructors) used some slides. Air photographs and stereo-viewers were also used, with varying purposes and frequencies, in each of the institutes.

Less emphasis appeared to have been placed in the institutes on visiting lecturers this year than last. All institutes did invite guest speakers, but in many instances these were drawn from local geography departments on campus (most institutes, for example, called on the audiovisual center for one or more lectures), the state department of education,

representatives of map, globe, or equipment companies, or local military, forestry, city planning, agriculture, or mining agencies.

Field trips were incorporated into all institute programs observed. Generally speaking, these appeared to be well conducted and productive of highly meaningful experiences for participants. In no case was a field trip organized as or allowed to degenerate into merely a "sight-seeing tour." Trips were preceded by lectures or briefings to indicate what was expected of participants, to clarify what would be seen, and to indicate their purposes. All were narrated while in progress; in most instances there was some follow-up activity. The accompanying chart indicates field trip activities as they occurred in the institutes visited.

With respect to field trips, only minor changes occurred in programs as they were originally planned. The few changes that did occur were evidently made for reasons of convenience or schedule rather than as a result of special insights developed by institute directors who attended the Special Media Institute. Substitutions of guest speakers different from those in the original schedule were related, in all instances, to necessity rather than volition. The airline strike, lasting throughout most of the summer, forced the majority of such changes.

FIELD STUDY DATA
(GEOGRAPHY INSTITUTES)

Florida State University

Three trips of one day's duration each; travel by bus and a one-day cruise on military vessel:

1) Karst topography (1/2 day) and wildlife refuge (1/2 day).
2) Dam and reservoir (1/2 day) and experimental farm (1/2 day).
3) Naval air station and cruise aboard aircraft carrier.

University of Georgia

Six trips of one-half to one day each; travel by bus:

1) Each trip concentrated on land use patterns, urban planning, and industrialization within the Athens area. Trips were accompanied by field mapping and map interpretation exercises.

University of Hawaii

Five trips:

1) Nine-day trip by air and bus to the Island of Hawaii. Emphasis on volcanic activity and the change of climate, vegetation, and land use with elevation.
2) One-day trips each to study: reefs and coasts, sugar plantation, soils, and erosional landforms.

University of Idaho

Four trips of one day each; travel by bus:

1) Snake River Canyon to study changes of temperature, vegetation, and land use with elevation.
2) Lewiston-Clarkston to study urban and transportation geography.
3) Coeur d'Alene to study mining and smelting operation.
4) Visit to paper-pulp-Prestolog-plywood plant.

Oregon State University

Eight trips: three full day, one two day, four half-day local; by bus:

1) The trips were integrated in such a way as to encompass all major aspects of physical and cultural geography visible in the eight areas traveled.

University of Southwestern Louisiana

Three trips of one day each; travel by bus:

1) Baton Rouge to study urban and industrial geography.
2) Lake Charles to continue study of urban and industrial geography.

3) Southern Louisiana to study landforms, vegetation, and settlement patterns.

University of Texas

Three trips; travel by bus:

1) Llano Basin - Physical geography.
2) New Braunfels - Textile plant.
3) Rockdale - ALCOA plant.

University of Wisconsin at Milwaukee

Two trips; travel by bus:

1) Urban study of Milwaukee (1/2 day).
2) Rural landscapes of Milwaukee area (1 day).

Student Reactions to Media Experiences

Student reactions to media activities of their institutes were, in most instances, highly favorable. The only criticisms received dealt with the use of equipment that was too expensive for most schools to purchase or techniques too complex for students in lower elementary schools to use (such as Leroy drafting, land use surveys, or topographic map interpretation). Participants commented that they would like to see more media instruction and production activities. The problem lies in a basic conflict of interests: many participants are concerned primarily with "methods," while all directors placed greater emphasis upon "content." Instruction in using the overhead projector, the making of transparencies, aerial-photo interpretation, and map utilization were the most popular media topics. Activities viewed less favorably were film and filmstrip previewing, and, in those institutes where it occurred, the repetition of presentations by a number of company representatives. If field study is to be considered a medium of instruction, it would seem that it must be added to the list of highly popular and beneficial activities.

"Media" problems with which participants were concerned in their own schools varied little from one institute to another. They included:

*Lack of equipment and/or funds for its purchase. This problem appears to be particularly critical when applied to the overhead projector which should be available for spontaneous use in the classroom.

*Lack of acquaintance with new developments in media by teachers, supervisors, and principals. The need is urgent to upgrade and increase the instruction in educational media. Many participants complained about the quality of typical media courses offered in colleges of education. To upgrade the quality of these courses thus appears to be imperative. The number of institutes and in-service training programs giving attention to such matters must also be expanded if teachers are to keep pace with new media developments.

*Poorly designed classrooms (lack of darkening and ventilation devices; poor placement of projectors and screens for visibility).

*Scheduling difficulties. Many teachers find it difficult, in ordering films, to be certain of receiving them on dates they are needed. Teachers feel that, under such circumstances, all film catalogs should include a brief description of film content and a rating of grade level applicability.

*Inaccessibility of production equipment. Production equipment available in schools is often located in the principal's office. Many participants complained that school officials hesitated to have them use this equipment and that, when such permission was available, long waits were often necessary to get to it.

Reactions of Directors to Special Media Institutes

All directors who had attended the Special Media Institute were favorably impressed with its value, but not without certain qualifications. It is readily apparent that the institute did stimulate increased attention to media in institute programs. But all directors were strongly convinced the Special Media Institute could be strengthened by effecting certain changes in their plan of organization.

Chief benefits cited for the Special Media Institutes were that they: (1) permitted directors to get together with their colleagues and experts in the field to discuss educational media problems and prospects, (2) increased directors' acquaintance with available educational media having particular applications to the teaching of geography, (3) permitted participants to improve their media skills (particularly color-lift and other methods of preparing overhead transparencies), and (4) increased participants' awareness of recent educational media developments having implications for the teaching of geography.

Problems and/or obstacles which detracted from the impact of these institutes resulted primarily from the lateness of the dates they were offered. There was a strong feeling that such institutes should be held earlier in the year to allow directors to effect changes in their plans of operation after exposure to new ideas they presented. Once a proposal has been accepted, thereby making a director eligible for consideration to attend the Special Media Institute, it is too late to make most changes. It is the writer's impression that most benefit of such institutes will not be realized in programs conducted the following summer; rather, they will be noted in future proposals and plans of operation.

The Institution's Audiovisual Director

The Special Media Institute appeared to have little effect upon the director's requests for media services from his own audiovisual center. In most instances, the director was already aware of such services and did not need to be reminded of them.

Media services that were provided through this means were limited, for the most part, to the ordering of films not already in the audiovisual center's library, projection equipment (two directors requested projectors not already in stock), and instruction from audiovisual center personnel. No audiovisual center director recalled receiving requests for materials or services which he was unable to provide.

Five directors reported using audiovisual center staff members for institute lectures, for conducting short-term workshops, and as a source of equipment and

projectionists. In all instances, audio-visual center personnel indicated they were able and pleased to comply with such requests.

No comments were given by audiovisual directors regarding suggestions for improving future Special Media Institutes. The general feeling was that they were not well enough informed to pass judgment on the program.

The greatest stumbling block to developing a close working relationship between audiovisual centers and "content" institutes appears to be inadequate communication. Audiovisual center staff and resources are usually readily available to assist as needed. But, many faculty members were unaware of the services offered.

Recommendations for Special Media Institutes

It is evident that the Special Media Institutes exerted a positive, though subtle influence on directors who attended them. Both the degree to which this influence was felt and the overall nature of the impact were difficult to gauge. In no area of media activity did there appear to be a substantial increase in time and effort which could be traced directly to the Special Media Institute experience. There was little, if any, difference in the quality of media programs of "control" institutes and those directed by Special Media Institute "graduates." But this may be attributed to the fact that both "control" institute directors had some previous background in audiovisual education. All directors agreed that the Special Media Institute did serve a valuable purpose and that they should be continued.

Recommendations for the improvement of future Special Media Institutes, including those of the writer, are listed below:

*Provide better organization. This rather vague comment was given as a general impression rather than as one supported by specific statements or criticisms. Most directors agreed that, for an initial effort, the Special Media Institute was well conducted.

*Increase the directed experience in preparing visuals. Require everyone to operate all basic equipment and to become familiar with its operation and potential.

*Increase the variety of machines available for use. Ideally, every machine on the market for the production of commonly-used, teacher-made, media should be demonstrated and used by participants.

*Devote less time to listening to lecturers from the audiovisual field. Though they appear to know their field well, these individuals cannot talk in terms of what geographers are interested in. Many geographers are very competent in media instruction; they should be asked to contribute more to the Special Media Institute program.

*Decrease the display of maps and textbooks (which are seen by most directors several times a year at conventions) and increase the selection of other items such as machines, models, stream tables, weather instruments, cameras, projectors, and others of a similar nature.

*Do not limit to regional topics the selection of films available for previewing. There are many excellent systematic or topical films available though they are often cataloged under a heading other than "geography."

*Do not limit the Special Media Institute to directors. In some instances, the director will not carry the brunt of responsibility for media instruction, whereas others of his staff will. These latter individuals also need the updating.

*Eliminate much of what was "old hat" to some directors. Most morning lectures should be required of all participants; but afternoon sessions should permit some choice of activity.

*Give attention to all important media. Several important media were not considered (opaque projectors, weather instruments, various models, new developments in maps and globes, and others). These should be added to the program next time.

*Give exemplary demonstrations of new media. Audiovisual specialists should be more careful in projecting visuals. There were many instances during the in-

stitutes when images were projected on the wall or ceiling, with keystone distortion, or with the speaker's shadow obstructing the view. Examples of use should be top-notch.

*Give careful attention to notebooks. Participants should receive a large, three-ring binder notebook (already indexed for films, filmstrips, slides, overhead projector, opaque projector, and all the rest). Each topic should be broken down into lecture notes, copies of significant journal articles treating the subject, basic bibliographies, sources of projectors and projectals, and instructions on how the media can be prepared by the user. Several directors

mentioned that the materials distributed at the Special Media Institute were of little value to them because it would have taken too long a period of time to organize notes or locate a specific note, reference, or catalog item.

The use of materials displayed at the Special Media Institute was limited to color-lift and other color production of transparencies for use with the overhead projector, several audiovisual reference or source books, commercial flat pictures, models and maps that were on display, and films previewed. It should be noted that, even though these were the only materials mentioned, it seems obvious to the writer that the materials aspect of the Special Media Institute had a considerably greater impact than directors could recall.

English Institutes

By

Martha Cox

San Jose State College

The eight institutes visited were held at the University of Santa Clara, Santa Clara, California; The University of Nevada, Reno, Nevada; Loretto Heights College, Loretto, Colorado; the University of Wisconsin, Milwaukee, Wisconsin; Lawrence University, Appleton, Wisconsin; College of William and Mary, Williamsburg, Virginia; Rutgers---The State University, New Brunswick, New Jersey; and Hunter College of the City University of New York.

Two institutes were for teachers of grades 7-9; two for grades 9-12; and one each for 8-12, 7-12, 6-12, and 1-12. Four institutes were restricted to teachers with no more than a minor in the field of English. One institute confined enrollment to teachers in the state in which the institute was held; another to teachers in urban communities (population 50,000 or more) in Southeastern Wisconsin, the State of Wisconsin, and the North Central States; another to urban public and private intermediate, junior high, and senior high schools. Some others restricted enrollment to one-third or one-half outside their areas.

Six institutes treated the three components of languages, literature, and composition; one concentrated on advanced composition; and one, an Institute in English and Language Arts for Teachers of Disadvantaged Youth, offered courses in "School and Community: Sociological and Psychological Characteristics of Disadvantaged Youth," "English Usage," and Reading Material for Adolescents."

Four institutes were of six-weeks duration and four of seven weeks length. The writer's visits occurred during the third to seventh weeks of the institutes.

Media Activities in Institutes Visited

Directors of all eight institutes were unanimous in affirming the importance of media in the education of teachers of English. Sample comments were "Anything that can make direct appeal to students-- pictorial means and various sound techniques that can reinforce their attention to work is beneficial"; "Audio-visual materials can contribute much to the education of teachers of English"; "I don't

think you can prepare teachers for the twentieth century without them"; "New media offer a relatively painless way for English teachers, especially those who do not have majors in English, to be educated -- or reeducated -- without our saying so"; "Media represent a very valuable means to an end; they offer some relief for the teacher by making it easier for him to do certain jobs well, thus leaving him more time to do the tasks only he can do well"; "Media are extremely important because students are already saturated with them. If we don't relate media to what we traditionally think of as English, we have no way of getting to our students, especially the so-called 'terminal students'"; "Media are very important---in fact, critical. English teachers by nature are very literal and yet we're working with children who can understand things only when they're made graphic."

Three directors tempered their remarks with words of caution: " ... there is a lag in that we have equipment but not enough materials developed; too much time is required for making one's own transparencies"; "There is a danger ... in the teacher exhibiting his dexterity with gadgetry at the expense of his involvement with students"; "However, the text is the important thing -- the students' confrontation of it and appreciation of its values. It shouldn't be necessary to jazz up literature. No record or projection is going to take the place of a close examination of the text."

Involvement of media in institute programs varied greatly. In one institute the director said that relatively little had been done to demonstrate good ways of teaching with media, that any such material would come out of Friday evening colloquies. In another, the director said that everything had been done to show effective methods of teaching with new media by setting the stage with problems which involve media: "That's what the institute is all about. We bring in television, advertisements, and films for discussion and criticism. We also have a television class which we observe, discuss, and evaluate. We use tapes and records in both language and composition classes." Another director felt that the fact that teachers were using media in the institute was sufficient demonstration.

In all eight institutes, tapes and records were used to some extent; in seven, films were shown; in six, filmstrips. In six institutes, a representative from the 3-M Company lectured and demonstrated the making of transparencies and the use of the overhead projector.

Six directors reported that film showings were both preceded and followed by discussions of the film's value and applicability to classroom situations. One director said that thirteen hours had been devoted to the discussion and illustration of the proper use of films, about twelve hours to approaching composition through film, and, in addition, feedback among participants who discussed their own use of film was extensive. Most directors said that media was used more in the workshops and seminars than in regular classes. In a number of institutes, films were also scheduled occasionally for late afternoon and evening showings.

Directors reported, almost unanimously, that instruction in the selection of new media was mostly indirect and primarily by example. All but one said that their staffs had tried to make participants aware of the importance of evaluating media and had tried to give them enough insights into what constitutes a good English program to enable them to criticize knowledgeably the new materials being produced commercially. Six directors reported that strengths and weaknesses of materials used in the institutes were discussed. One said that his participants were told of certain materials -- films, filmstrips, kinescopes -- to avoid. One director duplicated and distributed a number of articles on audiovisual equipment and materials and their application and value.

Less emphasis was placed on the actual production of media. Two directors reported that nothing was done in this regard in their institutes, one adding that such production involves technological problems with which English faculties are not equipped to cope. Five directors said that their participants made transparencies; four reported some making of tapes; one, of slides. In one institute extensive work was done with transparencies, some participants making as many as seventy to use in their classrooms. Employing various techniques, they made

units, some in color, on a number of subjects: transforms and kernels, signals of syntactic structure, derivational contrast, function words, tone words, topic sentences, outlines, and so on.

Observed Uses of Media

In two institutes no media, except the chalk board, were used. In the other six, media activities were extensive and varied. The following are brief descriptions of some of these uses.

Transparencies were used frequently by instructors of three of the four classes attended at one institute; they were used to display a paper written by one of the participants, to illustrate junior-high-school student composition, and to aid in class work on phonetic transcriptions. The bulletin board contained a transparency, too. The film, "Writers on Writing," shown during an afternoon session, was both preceded and followed by discussions of the content of the film and its potential use in the classroom and of the film as an art form. A film-loop on the making of transparencies was shown in connection with the demonstration of an 8mm projector and screen unit. Material, prepared at the institute, discussing possibilities for using this unit, had been distributed to participants earlier in the day.

At another institute, a radio broadcast was prepared and presented by institute participants on one evening. The "Huck Finn" series was shown the next evening, and participants viewed slides recording their activities during the institute the following evening. Tape recordings of participants' poetry presentations were made throughout one class period. Pictured bulletin boards were prepared, and filmstrips and programmed textbooks were displayed in the institute library.

No media, except for the chalkboard, were used in classes at another institute but media were used extensively during the workshop and afternoon sessions. Several filmstrips were shown and their value discussed. A filmstrip accompanied by a disc recording illustrated the possibilities of their use in combination. Parts II and III of the "Huck Finn" series were shown, with brief discussions of the films both before and

after the showings. A guest lecturer at the morning session, a Supervisor of English for the Milwaukee Schools, discussed his experience with the Upward Bound Program. He spoke of the use of media in the teaching of English, commenting particularly on the success he had experienced with the "Huck Finn" series. Three films from the National Film Board of Canada -- "Morning on the Lievre," "The Living Stone," and "Eskimo Artist -- Kenojuak" -- were shown to participants and staff in an evening program.

The composition instructor at one institute used self-prepared transparencies, featuring dung beetles, worker termites, and boring earthworms to introduce and illustrate his remarks about various methods of beginning a composition. Then, using additional transparencies, he discussed and analyzed the introductions to a number of current articles. Films shown at this institute were closely interwoven and integrated with class work. Participants read Walt Tevis's "The Hustler" and viewed the film made from the novel. Mr. Tevis, who was present on campus as a visiting lecturer, was interviewed by the literature instructor during a class period and afterwards talked with the participants in an impromptu question-and-answer session. He also lectured on "Novel and Film" and answered questions concerning his experience in having his novel made into a successful Hollywood movie. The Arthur Rank production of Great Expectations was shown after the participants had read the novel and discussed it in class. The director had also ordered and made available to the institute participants the Encyclopedia Britannica films on Great Expectations.

In another institute, a taped recording in which three people -- those with the most distinct accents the instructor could find -- read the same poem that was played in the composition class. The recording was used as an illustration of tone and point of view in the effect of a poem or a composition. In another meeting, a participant used an overhead projector to display the English curriculum offered at the Las Vegas Ungraded High School. Extensive use of closed-circuit television was made in this institute. During the final two weeks of the institute a demonstration class of

high-school juniors was observed and evaluated by the participants. These classes were taught by members of the institute faculty who used plans formulated by the colloquium. The classes were televised and taped by the University Department of Instructional Television and observed and discussed in the colloquium. In both sessions the writer attended, the staff member who had taught the demonstration class also conducted the discussion following the television presentation. Considered in the discussions were the kinds of questions asked and their purpose, the value of leading questions as opposed to neutral questions, the lack of response of two students, the value of medial and final summaries during a class period, the choice and limitation of subject matter to be considered in each class period, and other means and methods which could have been devised to teach the classes. Participants agreed that the showing of the entire lesson was valuable, and necessary, if they were to judge and comment fairly and intelligently on the presentation. They considered the complete showing vastly preferable to the four-or five minute clips they had seen of previous demonstrations, though they considered the showing of brief clips justifiable for some purposes. Two Commission on English kinescopes, "Teaching a Novel: Moby Dick in the Classroom" and "Teaching a Short Story: Faulkner's 'Barn Burning'" were also observed at this institute.

At another institute, the CBS-TV kinescopes "Sixteen in Webster Groves" and "Webster Groves Revisited" were shown. An hour's vigorous discussion of their content and a shorter discussion of the film as an art form followed. A visiting consultant discussed teaching English as a foreign language. He used the following media: audio tapes (a series of conversations between an instructor and a student), records (songs used for pattern practice), pictures of children in schools in Nigeria and other places (showing situations in which they faced linguistic cues) and loop films (demonstrating the use of communicating exercises in process).

Staff Assignments for Media

Staff assignments with regard to new media varied as much as did their use. Two of the directors functioned as their own audiovisual directors -- and departments -- since neither existed on their campuses. They ordered their own films, arranged for and transported their own equipment and materials, and in one case, the director showed all the films used in the institute. The administrative assistant at a third institute handled the transparencies, films, filmstrips, record collections, and books exhibited in the library; the secretary handled the tapes. In a fourth, the associate director was responsible for media; in a fifth, the workshop director. In a sixth, the director used the audiovisual director's services extensively. In a seventh, the secretary in the audiovisual department searched for and ordered the films, scheduled equipment, and arranged for student assistants to show the films.

Two directors were dissatisfied with the services they received from their audiovisual departments. One said that the department was in the process of change and simply not equipped to cope with his institue at this time. The institute suffered because films were either not ordered or not delivered on time. Another director reported that his institute was deprived of the use of a unique collection of video tapes, the only collection on teaching the disadvantaged in the country, because the audiovisual director was analyzing the tapes at the time and using the only playback facilities available on campus for his work.

Facilities for Media

On two campuses, no preview rooms were available for participants. On others, the audiovisual facilities or other rooms, sound-proofed and equipped with projectors, could be used. Most directors reported, however, that, to their knowledge, little or no use of these rooms had been made. Two or three participants had previewed films before showing them in the workshops at one institute. On one campus, a spacious, air-conditioned, sound-proofed room was reserved for two hours daily and all films viewed by participants during the institute were shown there.

No production laboratories were available for two of the institutes; at two

others the audiovisual laboratories were available, but not used by participants, in so far as the directors knew. In another, the audiovisual laboratories were used as needed, mainly for making a few transparencies. At two others, no production laboratories, as such, were available. In one instance participants made aids wherever they could find room, chiefly in a classroom equipped with long tables where equipment could be set up; in the other, Thermofax machines, Xerox, and the like were available in the building where the institute library was housed. The university television facilities were reserved for that institute for part of each day during the last two weeks of the institute. Staff members who taught the television classes said that they would have liked more time to use the television facilities themselves and that the time allotted was too limited to permit the participants to experiment with television.

The institute in which the most material was produced, more than in all other seven institutes combined, had, significantly, the most convenient and capacious production laboratories, and, in general, the best physical facilities of any of the eight institutes visited. A spacious (36 x 24 foot) air-conditioned room was reserved exclusively for the institute. It contained chairs, tables, ample shelves for the institute library, a bulletin board, an overhead projector, a record player, and, on the day of my visit, an 8mm projector and screen. The foyer to this room was used for display purposes and, since the entire area was separated from the regular classroom buildings, both the foyer and the classroom were quiet and private. Five adjacent, air-conditioned conference areas were also reserved for the institute. In addition, a large inviting area near the classroom was reserved for the participants' use every afternoon. Thermofax machines, a primary typewriter, and other equipment and supplies were always available there for participants' use. The director, the associate director, the seminar coordinator, and the instructors attended both the two-hour daily seminar and the three fifty-minute classes to insure that all aspects of the institute were integrated.

No recording facilities were available at one institute. At two, audiovisual department facilities were available but

participants made no use of them; in another, some dialect tapes and recordings were made in the audiovisual department. Other directors reported that tapes were made in classrooms or lecture rooms, or, in one instance, in the language laboratories. On one campus, both television and recording facilities were available for participants but not used.

Aside from classrooms, other available facilities included, on four campuses, air-conditioned theaters with seating capacities ranging from eighty to three hundred, which were used for film showings and for lectures. The main libraries were always available if participants desired to use them. In four institutes, books were placed on reserve; in one, a special reading room in the library was reserved for participants. Seminar rooms were reserved for participants in two institutes; three rooms were available for work with children in another. On one campus, a large auditorium was used for film showings, a film-viewing room in the dormitory where participants lived was available for evening showings, and a little local art theater was used for all full-length movies. The building reserved for headquarters and library for the institute contained a large area where participants met frequently for coffee breaks and for conversation and browsing. On another campus, a section of the student union was reserved for the participants for their morning coffee breaks and a dining room for their meals. The campus Communications Center and the language laboratory were also available to those participants.

The seven directors who used films rented all or most of them. Six reported that there were no film libraries available on their campuses. One, who used no films, reported that a college library collection was available. Another said that the services of the University Library and of the Mountain Plains Film Library Association were available, but that all films shown in the institute were rented except for the McGraw-Hill series on "Kernels and Transformations," which the university library owns.

No filmstrip library service was available in six of the institutes. The few filmstrips used were either rented or supplied by the laboratory instructors from their personal libraries. One di-

rector said that several filmstrips suitable for either elementary or junior high use were available in the campus library if the workshop instructor chose to use them. The most extensive filmstrip library observed, a collection of several hundred, was displayed along with filmstrip projectors on a table in an institute library. The collection was drawn from the Instructional Communications Center and from the university library.

Record collections of the campus libraries were available to six of the institutes. In two, English department collections could be used; in another the audiovisual department had a record collection from which participants could draw. The New York Public Library collection was used to some extent in one institute. Directors thought, though, that most staff members and participants brought records from their own collections to use in the classrooms and workshops. Among those records that either participants, staff members, or directors mentioned as being used were the Henry Lee Smith dialect records, the Gott-McDavid record, "Our Changing Language," numerous recordings of poetry, including two different albums of Dylan Thomas poems and readings ("Visit to America," "Naming of Parts," and "Fern Hill"), recordings of several plays, including Arthur Miller's introduction to and readings from "The Crucible," "Don Juan in Hell" and a number of Shakespeare's plays.

No audio tape collections were available at four institutes. Two directors reported that tape collections were housed in their libraries, but unused by participants, so far as the directors knew. One university owned an extensive collection, but few were relevant to English. From those few, the director selected about five for the institute but said that time did not permit their use. Three directors reported that tapes were made during their institutes; one, that participants brought a number of tapes of their students' work with them. Among the tapes used in the institutes, in addition to those already mentioned, were a dialect tape from the British Drama League, the Kokeritz pronunciation tape, "Eight Centuries of English Pronunciation," a speech by Broadway drama director Alan Schneider on "The American Theater in Transition," a lecture by John Gerber on "Critical Approaches to Literature," a

dramatization by students of "The Raven," and classroom panels on outside reading.

No director reported that a flat picture collection, as such, was available to his institute, yet in seven institutes flat pictures were used in some way. The director reporting the most extensive use said that his institute had had a display of the "Great Ideas of Western Man" posters and a discussion of their use in composition activities; a demonstration of students' montage/collage responses to symbolism, mood, or theme in their outside reading; and an explanation of possible uses for Stop, Look, and Write, a paperback of pictures and writing lessons. Another director reported that colored picture advertisements from magazines were mounted and discussed and that a demonstration on the use of the Polaroid camera was made. Bulletin board displays in which pictures were used included one on James Joyce and one showing leading figures of our cultural heritage with whom participants were probably unfamiliar. An extensive collection of colonial materials at Colonial Williamsburg was available to one institute. At another, the collections of the Metropolitan Museum, the Museum of Modern Art, and the Museum of Natural History, all of which were visited on field trips, could be used.

No relevant map collections were available to any institute. The only maps observed were the Denoyer-Geppert literary maps of London, England, and the United States (available from N.C.T.E.) which were on permanent display in the front of a large lecture room at one institute. A chart showing the genealogy of the kings in Shakespeare's history plays was used in one institute; a number of reading charts in another.

At all institutes, campus and community libraries were available to participants. In addition, all institutes had extensive displays of library materials, including, in most cases, multiple copies of a number of texts used in classes or as supplementary reading; textbooks suitable for elementary, junior-high, or senior-high teaching; N.C.T.E. materials in multiple copies; E.M.I.C. publications, usually also in multiple copies; relevant magazines; and free materials -- including catalogues and bibliographies. One li-

brary had fifty copies of the Encyclopedia Britannica "Macbeth" script, one to be distributed to each participant when the film was shown. Two contained multiple copies of Commission on English kinescripts. Some of the institute libraries had extensive collections of textbooks furnished by publishers. One director said, however, that he wrote to all leading text publishers inviting them to set up displays but received little response. At one institute two large book exhibits lined the walls of the classrooms throughout the institute. The first, a combined paperback exhibit of approximately one-thousand titles on a wide range of subject matter was a representative collection of paperbacks available in the field. Participants spent much time browsing in this collection. About two-thirds of the books were purchased at the half-price offer the distributors made. The second collection was a hard-back collection of about nine-hundred titles, presumably for a juvenile audience. These books were not for sale and the director had to assume responsibility for their safe return.

Two directors noted that the instructional resources of other institutes being held on their campuses were valuable. The concurrent existence of regular graduate programs also made instructors available as lecturers and consultants. At one institute, a member of the university staff spoke to the participants at a luncheon every Friday on some subject relevant to the institute. All institutes had a number of visiting lecturers or consultants. And on all campuses participants were invited to hear the guest lecturers for the regular summer sessions and to attend the theater productions and the film series, which were provided on most campuses for all summer students. In addition, several directors, at the request of participants, arranged theater parties to professional productions in neighboring cities or to nearby festivals. In one institute, arrangements were made to give participants theatrical experiences not ordinarily available. During the performance of two plays, "The Skin of Our Teeth" and "Antony and Cleopatra," the participants alternated positions between stage left, the light board, and the critics' booth, one-third of the group occupying each position for one act.

Demonstration classes were used as additional instructional resources in four institutes. In one, participants observed a class in the teaching of sub-freshman English, in which new and experimental methods and materials were employed. The instructor of the class met afterwards with the participants for a discussion of his procedures. In another institute, twenty-five students from the city schools were used for demonstration classes on teaching language and literature.

Forty-three disadvantaged children who were regularly enrolled in the summer session of an urban junior high school were an integral part of one institute. Since participants worked with the children in afternoon sessions throughout the institute, they were a living laboratory for the evaluation of materials. Field trips, during which both participants and children explored the New York community, included visits to the Museum of Modern Art, the Metropolitan Museum, the Museum of Natural History, the children's zoo, the Cloisters, the Holy Rosary Convent, and an ocean liner. Special presentations of the films "Born Free" and "The Red Balloon" were also arranged for the children. They wrote about all these experiences in a newspaper which they typed, illustrated, and mimeographed.

Participants from another institute took a field trip to the offices of Harcourt, Brace, and World, Inc., where they conferred with editors about textbook publishing. They discussed the work they were doing in the institute and its relation to forthcoming new or revised textbooks.

In another institute, tours and demonstrations of the radio and television facilities in the nearby speech and drama building were planned; in another, field trips were arranged to the Wales School for Boys and, on a voluntary basis, to religious services at a Negro Baptist church.

Reactions of Directors to Special Media Institute

The directors of six of the institutes visited had attended one of the Special Media Institutes held at the University

of Southern California. All considered the institute a valuable experience. The following are some of their reasons:

1. "The Special Media Institute helped me to crystallize my thinking about what I wanted to do in the institute regarding media. It supplied me with sources for help. It gave me the feeling that media were valued in the United States Office of Education. We who had been interested in media for many years now felt that we were not working in the dark. I gained some knowledge of skills in the institute but would have liked to have learned more."

2. "The institute increased my own awareness of new media and gave me incentive to make more effort in this direction than I would have done otherwise as a relatively uninitiated person. The way in which the whole institute here has expressed some concern in these matters is a reflection of my having attended the Special Media Institute in my role as director."

3. "The most valuable immediate aid was the opportunity to preview films. A director ought to know what is going on--what films are being produced, whether they are good or not. Viewing films at the institute warned me against a lot of things I might have been pressured into ordering otherwise. I did see some things I wanted to use too. Directors who are college teachers with no connection with either education courses or student teachers need to know something about closed-circuit television, team teaching, etc. The Special Media Institute was valuable in this respect."

4. "I was resensitized to the whole media point of view. In addition, I learned about two or three useful new films ("The Great Rights" and the "Huck Finn" series) and realized all over again how much poor material is being used, how uncritical some teachers of English are ... In subtle ways the institute was helpful, especially in the interaction with certain personalities, such as Dr. Hunt, who

has a firm commitment to media, and in the interplay with other participants."

5. "The institute was a valuable experience: a) In attitude, particularly in an attitude which wants to accept each medium on its own terms yet seeks ways to relate it to other media. b) In information, the knowledge of media, the facts of media -- what is available in both equipment and materials. c) In skills, especially in the experimentation which was permitted."

6. "Valuable experiences included the opportunity to preview films, the opportunity to prepare materials in the evenings, and the opportunity to see demonstrations on the use of equipment and to hear movie directors and others concerned with films discuss them. The multimedia presentation by Jim Finn was very impressive, the work on evaluating films valuable, the lists of films and relevant articles about new media -- both that distributed at the institute and that sent later -- were helpful. I was highly motivated by the Special Media Institute."

The Institutions' Audiovisual Directors

Since two institute directors served as their own A-V directors and one A-V director was on vacation, only five A-V directors or their assistants, who had worked more closely with the institute directors, were interviewed. All reported that institute directors asked for much more equipment after they attended the Special Media Institute than they had requested before. All five said that they had supplied film projectors, screens, and record players for the institutes. Four had also supplied overhead projectors, filmstrip projectors, and tape recorders; two, opaque projectors; one, an 8mm projector; one, a slide projector. Four reported that they had ordered and shown films. One had also supplied materials for transparencies and aided participants in preparing them. One had instructed some of the participants, who had wanted to learn, how to use the machines. One had set up a multimicrophone production, amplified the sys-

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tem, and made a tape recording of a discussion panel. One A-V director took the institute directors on the campus (a history institute was also held there this summer) to visit A-V equipment centers to help determine what would best fit their needs. As a result, they then pruchased a primary typewriter for the English institute, rented a 16mm projector for their exclusive use, and provided an overhead projector which was left in the classroom throughout the institute.

One A-V director thought that more should be done in future Special Media Institutes to explain the use of equipment; another said that the importance of timing -- of setting up a definite schedule for ordering and previewing films -- should be stressed.

Two A-V directors said that relationships between audiovisual centers and content institutes could be improved if institute directors were aware of how much advance notice is required for ordering of films, booking of equipment, and arranging for student aid. One A-V director said that there was no animosity in the English department or in the institute toward audiovisual materials; another said that there were no problems in such relationships on her campus.

Student Reaction to Media Experiences

Most participants said that they considered the time allotted to the use of media in their institute, whether that use was so limited as to be almost non-existent or extensive, was about right. In one institute, participants reported little or no use of media, but felt that emphasis was properly placed on close textual examination of literature, on literary criticism, and on the study of language. On the other hand, in most institutes, participants expressed approval -- some enthusiastic endoresement -- of the new media activities of the institutes. They agreed, generally, that no media had been used which they would not recommend for other institutes also, provided the materials were relevant. In addition, most participants said that they had been inspired by the institutes to use more media in their own teaching.

All participants reported some use of media in their own classes; many use disk

recordings, tape recorders, and the overhead projector extensively, films and filmstrips less often. Most, too, had encountered the usual difficulties: the necessity for ordering films far in advance, the failure to receive films when scheduled, the problems with balky or at times inoperative equipment, classrooms poorly equipped or unequipped for the use of media. Several participants said that they were required to order a film one full year before they planned to show it, only to find, perhaps, months later, that the film was unavailable at the time for which it was scheduled. Some reported that they had difficulty in getting equipment as well as materials, that even record players and tape recorders were in short supply in their schools and must be reserved weeks ahead. Others reported that equipment, used carelessly by inexperienced teachers, was often in poor working condition.

Some participants noted that they taught in rooms unsuitable for film showings because of wiring, lighting, etc., and that scheduling a film necessitated reserving another room in advance or exchanging classrooms. Others said that they had to check out and return equipment themselves and be responsible for all materials left in the classroom during periods when they do not occupy it.

Others, in contrast, were able to use media extensively either in their own rooms, where equipment is delivered on request, or in rooms set up specifically for the use of A-V materials. In one school system each English classroom is equipped with an overhead projector and screen, a tape recorder, tapes and transparencies, SRA reading kits, and fifteen Language Masters. In one school a complete unit on mass media is taught. The school owns a good collection of materials and has always purchased or rented anything not in their own libraries requested for use in the mass media unit or in English classes.

Most participants reported that their supervisors, chairmen, and principals were cooperative in helping to secure whatever they requested. One said that her principal's standard reply was, "Anything so long as you use it." The only

participant who reported having had serious difficulties in receiving permission to use media had resigned. She would be in a school this fall where she had been assured that administrators were more sympathetic toward attempts to improve teaching.

Most participants seemed knowledgeable about the use and value of records, tapes, film, filmstrips, and overhead transparencies in their own classrooms. Many had reservations, however, about the quality of some materials, particularly films, that they had used. They complained that many are of poor quality, dated, or otherwise unsatisfactory. Several said that their students, who are an even more demanding audience than they, find some of the educational films humorous, even hilarious, and technologically far below the standards of professional television.

Several participants reported having made many of their own audiovisual materials (slides, tapes, transparencies, and still pictures) because they find them more satisfactory in supporting purposes than commercial products.

Some participants said that they were severely restricted in what they are permitted to use by other teachers, usually those of higher grades, who wish certain materials, particularly films, reserved for their own classes.

One participant stated that the increased use of films by some teachers, particularly those in the science and social science fields, was excessive. He felt that overuse of films had destroyed the impact of even a good film and noted that his students sometimes complained that they had viewed films every hour during the day prior to their afternoon English class. He equated the use of media with poor teaching or an evasion of teaching responsibility, an opinion vigorously refuted by other participants who regarded them as valuable adjuncts to their own teaching efforts.

Changes Attributed to Special Media Institute Attendance

The attention given to media was found to be greater in extent in the six institutes whose directors attended the Special Media Institute than in the two "control" institutes. It is possible, of course, that directors who attended the Special Media Institutes were more media-oriented to begin with than were the others. Some of their comments, however, when asked how the media used in the institute compared with that planned in the original proposal, would tend to support that possibility: "My original proposal was heavily media-oriented"; "My proposal was so worded that it was clear that media would be used as much as time permitted and budget allowed"; "I allowed latitude for new media in my original proposal"; "The people chosen to staff the institute were instructors who used new media extensively in their own classrooms"; "I was committed in principle though not yet in practice."

But whatever the influence of the Special Media Institute, directors said they neither could have made major changes of staff members nor employed additional persons in order to give more attention to media because their budgets, submitted and approved before the Special Media Institute, precluded extensive revisions of plans. Most directors said, though, that they enriched their media offerings because of their increasing awareness of and involvement in media after their attendance at the Media Institute. One director said that he would have liked to have added a staff member who was responsible for media, who did nothing else, and who could have helped participants with media problems too. One director established a much closer liaison with the audiovisual department after attending the Special Media Institute; others said that they encouraged their staffs to use more media. One reserved production laboratories after attending the Special Media Institute in order to accommodate the increased production of new materials. Two directors added lectures as a result of the institute, one on "Novel and Film" and one on "The Language of Photography."

In addition, most directors scheduled lectures and demonstrations on 3-M transparencies and reported more use of the overhead projector and more production of transparencies by both staff and participants than they had anticipated. One reported that he made use of the slide techniques that he learned at the University of Southern California; another that

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slides were made of the English institute activities because she became aware of their use as records at the Special Media Institute. Another adapted the closed-circuit television presentation at Anaheim to his own situation. One director commented that he found the bibliographies provided there useful in ordering books; another duplicated and distributed the bibliographies to participants.

Some directors reported that they learned things not to do: one decided to use no filmstrips as a regular part of the institute program after viewing the collections at the Special Media Institute; another used none of the films shown there because he considered them of such poor quality; another said that he was glad to have seen a number of the films because he might have been pressured into ordering them otherwise.

Most directors reported, however, that they used more films and a more varied selection than originally planned because of the opportunity they had to preview them at the Special Media Institute. The following films shown at the institute were used in one or more of the eight institutes visited: The "Huck Finn" series (in five institutes), the "Oedipus" series, "Eskimo Artist -- Kenojuak," "The Eye of the Beholder," "Symbolism in Literature," "The Novel: What Is It?" "The Great Rights," "Writers on Writing," "Football Today," and "Making Transparencies."

Recommendations for Special Media Institutes

Directors of English institutes made the following recommendations for the improvement of future Special Media Institutes:

1. Special Media Institutes should have a representative from the subject matter field on their staffs not merely in the planning stages but also during the institutes. Demonstrations should be made by the subject matter person -- who knows and can use English materials effectively and who can answer either the questions or objections of directors.

2. Programs of Special Media Institutes should include an introductory lecture presenting the

philosophical bases for educational media necessary as a background for the institute experience.

3. A more critical selection of materials should be made prior to the Special Media Institutes. This selection should be made by a panel of subject matter specialists and materials should be cataloged for subject coverage, grade level, and the like.

4. Only outstanding demonstrations of media application germane to the subject matter should be presented. These demonstrations should be made by subject matter specialists who have used media successfully. Directors should have an opportunity to demonstrate how they have used media effectively.

5. A pre-institute questionnaire survey should be made to determine directors' experiences and problems with media. The stated interests and needs of directors should be taken into consideration in planning the institute program.

6. Criteria for the selection and evaluation of equipment should be formulated and made available to directors.

7. More media materials and equipment should be displayed and demonstrated.

8. A knowledgeable evaluation of media materials should be made and supplied to the directors.

9. Graduate assistants should be used as laboratory assistants available to the group, but should not replace professional personnel who are competent in both English and educational media.

10. Special Media Institute laboratories should be available for use of participants during evening hours.

11. Participants should be allowed time to discuss past and possible future applications of educational media in their own institutes.

12. Guest lecturers should be selected with great care. Their presentations should be of the highest quality and germane to the interests and needs of participants.

Modern Foreign Language Institutes

By

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The three modern foreign language institutes visited as a basis for this report were offered in the field of Spanish at proficiency levels coded 3 or 3,4. Instruction and other forms of communication were conducted mainly in Spanish. Two institutes, those at Furman University and Gannon College, enrolled forty participants for six weeks; at Murray (Kentucky) State University fifty participants were enrolled for seven weeks. The writer visited each campus for two days at a time somewhat beyond the half-way point of the summer session.

Media Activities in Institutes Visited

With reference to media and to implications for the Special Media Institute for directors offered at the University of Southern California, it is important to identify several unique features in language institutes in general and in the institutes visited, in particular, as follows:

1. Characteristically, these language institutes were seen to budget strongly in time, staff, materials, equipment, and space, and to give much attention to practice and skills in speaking, listening, reading, and writing the language -- especially to speaking and listening. The intent was that participants live in the context of the foreign language in their dormitories, their classes, and their recreation. Much of the instruction was semi-tutorial; much was mediated by recorded and pre-packaged instruction.

2. Because placement of students in learning environments that are suited to their proficiency appeared to be extremely important, participants were carefully pre-tested and continuously retested throughout the institute period. Initial placement was made on the basis of this pretesting, but there was continuous reassignment of individuals to proper ability-groupings and individual-learning activities were assigned in terms of later performance data. Although a language institute may have appeared to maintain a fixed schedule (because it was usually a "layer-cake" of listed courses), in actual fact there was for the individual learner a weekly adjustment in terms of performance, need, and proficiency. Pro-

gramming to the readiness of individual learners was an accepted practice.

3. Although in some instances, participants came to institutes without extensive past experience in using tape recorders or language laboratories, the director of a language institute and most of his staff were found to be media-oriented and well-versed in the problems and possibilities of using them. Literally, these individuals have been leaders in advancing this aspect of the educational media field; they also appear to be quite eager to improve and to advance beyond present levels of proficiency with respect to them.

4. Directors of the language institutes visited were obviously experienced with "mediated teaching" (using prepared materials to do basic instruction, thus allowing the teacher time to do diagnostic analysis of performance and offering appropriate prescription). It seems inevitable, then, that they would also incorporate in their classes visual materials, realia, and print to form a comprehensive "family of materials and media" to serve their purposes. The three directors of the visited institutes were proof of this expectation. Two were excellent photographers; they were able to stimulate others to use various forms of educational technology. One had worked previously with colleagues to prepare slides of Spanish-language stamps (for use in culture area studies) of a quality exceeding usual commercial standards. The other had used his photographic interest to create excellent visibility for projected images in a lighted language laboratory by reconstructing a wall so that a remotely controlled rear-projection unit could show brilliant images. Two directors had learned to synchronize sound with films, filmstrips, and slides. While the third director was not a photographic producer, he was, like the other two, a strong instructional consumer of various film forms and flat pictures.

5. The point of the above is that in his specialty of language laboratories and recording, and to some extent in other audiovisual facets, the director of a language institute may have even more expertise than the average college audiovisual director. In each institute visited, the language institute director was found to be (a) functioning as his own a-v director, and (b) ably assisted by a member of his

institute staff who had special responsibility for coordinating and instructing in media selection and utilization.

6. One of the language institutes visited was being offered for the third consecutive year, with largely the same staff. Another, offered for the second year, also had a repeat faculty, while the third was being offered for the first time. The staff of the latter, though mainly experienced in having worked in previous institutes elsewhere, was composed of members who had established prior mutual friendships. In the opinion of this visitor, there were obvious but unexpected deficiencies in that institute's setting and equipment which the director would seek to remedy in his second year's program. This writer believes that a media-oriented language institute director who had difficulty with media and materials one year "goes to school" by reason of that experience, and will thus exert pressure to develop a smooth working operation for a following year's program.

7. Demonstration classes were characteristically a major part of the programs of the language institutes visited. Demonstration-participation sessions, preceded and followed by critiques correlated with methods courses, provided excellent means of exploring uses of new media in foreign language teaching.

8. The modern foreign language institutes visited in this study were to a large extent dependent upon uses of new media. Proper utilization procedures for these items were demonstrated as the normal or regular component of good instruction. Institute staffs were selected partly on the basis of their demonstrated ability to make appropriate use of new media and related equipment. In general, institutes visited were found to be well equipped with new media and devices. A review of utilization requests at one institute for a single three-week period, for example, showed that the following classroom or small-group uses had been logged:

Type of Equipment Used Outside Electronic Classrooms	Number of Sessions Used In Three Weeks
Tape recorders (six different types of recorders)......................	49

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Projectors (all types)............ 111

    2x2 slide projector.......20
    Filmstrip projector.......22
    16mm motion picture
        projector................25

    8mm motion picture
        projector................ 1
    Overhead projector........41
    Synchronized tape-
        slide projector......... 1
    Opaque projector.......... 1

Portable screen.................... 61

Projection table units............ 12

Record players.................... 5

Bulk (tape) erasers.............. 2

Splicers......................... 2

This use was in addition to the regular use of installed equipment in language laboratories, electronic classrooms, recording studios, high speed duplicating centers, console and production centers, and exhibits of materials and equipment set aside for examination in curriculum materials study rooms.

9. The physical settings and installations at two of the three institutes visited appeared to be conducive to good media utilization. The third institute was handicapped by its poor physical setting.

10. All three institutes visited gave special attention to the selection of new media. Maximum attention was given to audio devices and materials, and especially to language laboratories and tape recorders. All institutes drew upon resources of commercial producers and distributors, all used criteria of national professional organizations in their critiques of commercial presentations and materials. Some staff members provided considerable guidance with instruction sheets about equipment and materials and suggested follow-up contacts with State Department of Education language officers. All three institutes also maintained demonstration and exhibit centers and provided scheduled previews of selected films.

11. In each institute regular schedules were provided to permit participants to prepare language tapes under the critical supervision of staff members. Demonstration classes offered opportunities for some participants to prepare materials to be used in demonstrations. Also, in two institutes, participants engaged in individual or group projects involving the preparation of a unit of instruction, including the selection and production of audiovisual modules. Taped programs became part of an institute tape library from which other participants were encouraged to make duplicates. All participants were expected to have adequate competence in duplicating tapes using ordinary tape recorders. In addition, additional equipment was available for more sophisticated production techniques involving the synchronization of tapes and films or slides. As mentioned above, the staff and participants were also found to be facile in producing and using overhead projectuals.

12. Where equipment was readily available and where room facilities were conducive to the use of projected images, institute directors and their staffs were found to be producing sound-film and synchronized sound-slide series of their own. They also reproduced maps, photos, realia, and stamps; and they transformed field trip settings into 2" x 2" slides.

In summary, at the three institutes visited it was possible to observe consistently good and frequent uses of various types of educational media, of which the following were typical:

Integrated use of media in the normal context of various institute courses;

Special sessions focusing directly on characteristics of media and their uses;

Supervised preparation of materials (such as language tape) which are then subjected to critical class analysis;

Methods courses treating principles of use and criteria for selection of materials;

Demonstration classes with high school students and follow-up critiques that give attention to media selection and utilization;

Provision for individual help on media problems, and (in two institutes) an individual or team project to develop an

instructional unit employing appropriate media;

Conscious attention to providing proper physical arrangements and resources in classrooms and other learning spaces of the institute and college;

Selected materials from curriculum materials centers displayed for examination, study, and use in each of the institutes;

Well-equipped learning environments. Especially noteworthy were the remote-controlled rear-projection features built into the Gannon language laboratory and the production and reproduction facilities, and the materials study center established at Furman University.

Observed Uses of Media

None of the three modern foreign language institutes observed used television, although in two of them it could have been made available had it been deemed especially contributory to achievement of institute objectives. Instead, demonstrations were "live." Neither was there direct use of 8mm loop films, although there was the possibility in two institutes that there would be deomonstration of this equipment following the evaluator's visit. Synchronized, teacher-made 8mm sound films, 2" x 2" slide series and 35mm filmstrips, as well as extensive use of remotely-controlled projection, were also observed by this visitor in two institutes during the course of his visits. The use of equipment and new materials at Furman was especially extensive; more importantly, its use seemed as natural and timely as opening a book to a specific page. The same could be said about Gannon. Admittedly, the physical features detracted somewhat from these possibilities at the Murray institute, but, as mentioned earlier, it is to the credit of that institute's director that the visiting professor concerned with media brought in so many resources from the outside and demonstrated them so well.

In the two-day visits to each of the three institutes, the following media uses by staff or participants were observed:

Chalkboards (3 institutes)
Films (3)
Filmstrips (3)
Sound-slide synchronized (2)
Sound filmstrip (2)

Overhead transparencies (3)
Colorlifting transparencies (1)
Opaque projection (1)
Magnetic board (1)
Still picture sets (3)
Tape recordings (3)
Disk recordings (2)
Remote control devices (2)
Bulletin board, displays, exhibits (3)
Radio broadcast (1)
Maps, charts, globes (3)
Field trips (2)
Programmed textbooks (3) (in study)
Teaching machine program (1) (in study)
Language laboratorie, (3)
Film loops (0)
Television and videotape (0)
Home-made or teacher-made.
  8mm movies, with synched sound (1)
  slide series, including those synched
    with sound (2)
  slides (3)
  graphic charts (3)

In the writer's judgment, the above represents "extensive" use. However, this use was accomplished in such an integrated manner that at no time was it conspicuous. The focus was not on media as such, but, rather, on what was to be taught and learned.

Staff Assignments for Media

As mentioned previously, modern foreign language institute directors are characteristically oriented positively toward educational media of all kinds, they are expert in their use, and they are competent to act as their own audiovisual directors. In each of the three institutes visited, the director: (a) had taken primary responsibility for developing suitable media services and facilities for his own institute, (b) had delegated to a member of his staff key responsibility for coordinating educational media, equipment, and services, and (c) expected each staff member to have dual competence in subject matter and in appropriate uses of media for the teaching of foreign languages.

All staffing assignments for the three institutes visited had been completed before the directors attended the Special Media Institute. It appears, therefore, that the Special Media Institute served mainly to: (a) underscore the importance of media in the teaching of modern foreign languages, and (b) provide a basis for transmitting this viewpoint to the institute staffs and

to the administration of the college or university involved. Two directors mentioned this last influence; one considered it the principal outcome of the Special Media Institute he attended.

Facilities for Media

For language institutes generally, the most widely used facilities appear to be the language laboratories and other electronic classrooms wired for combinations of listening and speaking. A majority of participants in the institutes visited brought their own tape recorders. Thus, each dormitory room or nearly any space having access to an electrical outlet was a potential listening station. In addition, portable tape recorders were provided by the institute for use in various classrooms. Two of the institutes visited also had studios in which high quality recording equipment and high-speed tape duplicators were available. All three institutes provided attachments and expert instruction for tape duplication.

At two institutes visited there was evident encouragement of participants to venture into photographic production of slides, photographs, and combinations of teacher-made slides and tapes. Attention was given, also, to the desirability of encouraging high school students themselves to produce suitable audiovisual materials as a means of providing extra motivation for language study and performance. All three institutes emphasized the production of projectuals for the overhead projector; at two, this item of equipment was more easily accessible than chalk and chalkboard.

Equipment and extra rooms for film previewing were available in all three institutes. But, in actual fact, these institutes were so heavily scheduled and emphasized so strongly the up-grading of language proficiencies that time for voluntary film previewing was greatly limited. There did appear to be a considerable amount of critical group previewing of selected films, however, followed by a discussion of their merits and usefulness in teaching.

Instructional Resources

Instructional resources of the three modern foreign language institutes visited were judged to be fully adequate and suf-

ficiently extensive for their intended purposes. Because of the heavy scheduling requirements, each institute provided a curriculum materials center in which were assembled instructional materials most likely to be needed by participants. Similarly, in each case, the film or filmstrip library consisted of selected items either in a locally available collection or obtained from rental sources. Flat picture collections, maps, exhibits, and displays were also available.

Two of the three institutes featured several field trips; one benefited from the use of a nearby museum.

Tape and disk recording collections were probably the most widely used resource in the instructional materials centers. Flat picture sets and sample textbooks were also widely used. Each institute made some provision to permit participants to build their own collections of teacher-made tapes for foreign language instruction. At one institute, exhibit spaces were strategically located in a new student union building. Realia displayed there were selected and arranged by institute staff members.

The main libraries and central audiovisual offices of the three institutes visited appeared not to figure importantly in providing media services. Rather, the institutes seemed quite largely self-contained with respect to such needs.

Student Reactions to Media Experiences

Generally speaking, students interviewed appeared to be quite satisfied with the kinds and quality of media experiences offered to them in the institutes. Many enrollees expressed a desire for more information about how to select from and invest wisely in the many media resources available to them. Especially needed were more precise guidelines to aid in making such choices and in appraising local school needs. Much of the technical data on quality and durability of equipment, for example, was considered to be irrelevant and confusing to the average person.

Students also commented upon the fact that, frequently, there is confusion as to whose responsibility it is to develop criteria governing the selection of materials

and specifications for equipment and facilities needed for foreign language instruction. Several participants described their efforts to assist in designing foreign language facilities for their schools only to have their efforts negated by what they considered to be non-professional decisions. The result was that old problems were re-incorporated into new buildings.

Reactions of Directors to Special Media Institute

Directors of the three modern foreign language institutes visited in this study had attended the Special Media Institute held at the University of Southern California. In considering their general reactions to that experience, it is appropriate to repeat that two of them had conducted institutes previously and had developed considerable background and skill in educational media. All three directors were especially interested in new developments in language laboratories and in other media applications to foreign language teaching.

Reactions of the three directors to the Special Media Institute itself may be summarized as follows:

1. The institute experience was a good one, but it appeared not to be planned with the needs of experienced language institute directors in mind. Language directors were grouped with librarians and reading specialists, for example, thus complicating the process of instruction and uses of appropriate examples.

2. Failure to establish the level of media proficiencies before the week's program began, coupled with failure to group participants on the basis of special needs and interests, were frequently mentioned shortcomings.

3. The Special Media Institute staff, although generally proficient in uses of media, did not include one person who was particularly expert in their applications to foreign language instruction.

4. Some limited advantage appeared to derive from the fact that, at the University of Southern California institute, directors were provided opportunities to share experiences. It was believed that, while this sharing should have been done more systematically, sufficient time was allowed for it.

5. Two things, especially, were cited as needs: (a) greater attention to the needs and proficiencies of modern foreign language institute directors who will attend future Special Media Institutes, and (b) a new kind of language institute for teachers -- one that deals mainly with instructional media and instructional strategies for the teaching of foreign languages. Two directors interviewed strongly recommended these actions.

Changes Attributed to Special Media Institute Attendance

For reasons already cited or implied, attendance of directors at the Special Media Institute (University of Southern California) appeared to effect little change in "media activities" planned for the three modern foreign language institutes visited. Perhaps the principal reason for this was the fact that, traditionally, foreign language institutes have employed a variety of media and equipment appropriate to instructional purposes. The very nature of the field lends itself to the "media" approach.

Special Media Institute attendance did seem to reinforce directors' convictions that institute programs should be planned to take into account participants' previous interests and proficiencies with respect to new media. Further, it appeared to strengthen directors' convictions that considerations of new media applications to the teaching of modern foreign languages should be in contexts similar to those in which participants (observers, learners) are likely to use them.

The very fact that the Special Media Institute was held at all was also interpreted as evidence that the U.S. Office of Education attached considerable importance to new media. This view-point was communicated to members of the staffs of the three institutes studied. The result was a sensitizing to media uses which might otherwise have been missed. The point should also be made that attendance of directors at the Special Media Institute was believed to have influenced their own presidents to give more attention to improvements of new media facilities and services in their institutions.

Recommendations for Special Media Institutes

The following recommendations are made with regard to improving the quality of future Special Media Institutes attended by modern foreign language institute directors:

1. Pre-determine the backgrounds, media proficiencies, and special interests of modern foreign language institute directors attending; then group participants accordingly.

2. Develop an instructional plan that permits multi-level programming, thus providing something for each participant at a level that stretches his perception and skills.

3. Permit modern foreign language institute directors to attend their own Special Media Institute, rather than one including participants from a number of disciplines. If a multi-discipline institute is all that can be offered, provide opportunities for a sub-grouping of the language institute directors to permit them to deal with special problems, applications, and competencies unique to their field, including special attention to language laboratories.

4. Provide opportunities to exploit and to share previous experiences of former directors of modern foreign language institutes who attend Special Media Institutes.

5. Be certain that at least one of the staff members of the Special Media Institute is especially competent in foreign language instruction and capable of demonstrating applications of media to the field.

6. Continue to offer the kinds of field trip opportunities that were offered in the first Special Media Institute, especially those involving advanced media usage in public schools.

7. Continue to provide opportunities for participants to engage in free discussion sessions, as last year.

One special recommendation appears to be justified, in the opinion of this observer, that goes well beyond the limits of Special Media Institutes as presently conceived. This recommendation is as follows:

8. Offer a new kind of NDEA institute for teachers of modern foreign languages that will focus directly on uses of new educational media. Institutes now offered in this field devote major attention and resources to the development of participant language skills. An institute that focuses, instead, upon instructional media would give less attention to language facility, as such, although some instruction and communication would be conducted in the foreign language. By focusing mainly upon media (what is available, what is needed, principles and guidelines for selection, and development of utilization competence), compatible instruction could be provided in one institute for participants studying several different foreign languages.

Reading Institutes

By

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Directors of the three reading institutes visited had attended the Special Media Institute at the University of Southern California. These on-site visits, each two days in length, form the basis of this report. Two institutes, those at New Mexico Highlands University (30 participants) and Eastern Michigan University (25 participants), were scheduled to be in session for seven weeks; the State University of New York at Buffalo institute (30 participants) was set up for six weeks. All three institutes were offered at proficiency levels coded 3 or 1, 3.

In the majority of instances, participants in the three reading institutes visited appeared to be skilled teachers well trained in methodology and learning theory for the teaching of reading. They had appreciable skill in linguistics and a broad acquaintance with children's and young people's literature. In many instances they also had backgrounds relating to clinical and diagnostic reading principles and practices.

Substantial emphasis was given in the institutes to teaching and remedial reading techniques and to the utilization of related instructional resources.

Media Activities in Institutes Visited

The Manual for the Preparation of Proposal, Summer 1966 and the Academic Year 1966-67, states that one of the objectives of all reading institutes was "the presentation of the different new materials in order that their participants might compare and judge their worth in the context of a reading program" (p. 41). This provision appeared to have been fully met in the three reading institutes visited. The selection and utilization of media by directors and staff members of the institutes was considered skillfully applied in all of the observed programs. A host of media were used in all three institutes, including the following: films, filmstrips, slides, overhead transparencies, still picture sets, television programs, tape recordings, maps, programmed textbooks, and teaching machine programs.

"Conventional" media used most extensively were: tape recordings, reading

devices and related materials, and the overhead projector wich large transparencies. Of the "newer" media, videotapes and telelectures were used most frequently.

Production techniques were emphasized for the preparation of graphic materials. These materials were used by participants in the laboratories and by lecturers in classes. There was considerable dedication to experimentation with equipment and materials for motivating students and for improving teaching techniques.

Observed Uses of Media

Equipment such as Educational Development Laboratories' Tach-X, pacing devices such as SRA's reading accelerator, the Craig reader, and a host of other special reading devices and related materials were demonstrated and considered in relation to the objectives of the three reading institutes. In almost every instance a careful evaluation during laboratory periods was made of all available materials and devices.

Audio tape recordings were used extensively both in the classroom and in the laboratory, especially in the institute for the Culturally Disadvantaged where linguistics was an important part of the instructional program. Many tapes, including tapes of lectures, were duplicated and made available to participants.

Local production techniques appeared to appeal particularly to institute instructors, since one of the critical factors in remedial reading, particularly with the culturally disadvantaged, is finding materials that are produced commercially at the appropriate vocabulary level but that appeal and stimulate interest. To meet these requirements, graphic materials were used extensively, including many transparencies prepared for the overhead projector. In every institute visited, participants and lecturers used the overhead projector consistently.

It was apparent that the background of directors in linguistics and educational psychology made them adept at perceiving the potential application of all types of media in their field, especially following their exposure to many of these techniques at the Special Media Institute.

Two departures from conventional techniques were received with enthusiasm by participants. One institute used a taped lecture by a leading sociologist as a basis for a telelecture discussion session which prompted a spontaneity on the part of participants that was an outstanding feature of the institute. Use of a videotaped series on the development of a reading program in the secondary school was one prominent feature of another institute.

The largest demands on audiovisual centers by reading institute directors were for videotape recordings, taped lectures, and telelectures. It is interesting to note that 16mm motion picture films and other commercially produced materials were found to have limited use as a result of the dearth of these materials that would apply to the narrow range of instructional objectives which reading institutes were pursuing.

Staff Assignments for Media

Following the Special Media Institutes, the institute directors made minor changes in assignment of staff to give increased attention to media activities in their institutes. Such changes involved allotting more time for the use and presentation of media rather than adding personnel directly to the institute staff (which directors desired but could not effect because of budgetary limitations). However, the Special Media Institutes apparently resulted in greater involvement of the audiovisual center and its staff in institute affairs through consultation, cooperative uses of facilities, and the like. The audiovisual staff was frequently called upon for demonstrations of production techniques such as dry mounting, photo lifts, and design of transparencies for the overhead projector.

Facilities for Media

Besides the usual facilities for reading instruction, all institutes had additional media facilities, supplemented by those in the audiovisual center. All institutes had preview facilities; usually these were adequate. One institute had a large lecture hall equipped with television, rear projection screen, and electronic lectern. While this institute

relied entirely upon portable tape recorders it used audiovisual center facilities for the production of materials. It also used, for demonstrations, a television studio and radio station.

A second institute was held in a public school in which all production facilities and audiovisual equipment were made available. This institute also used the college audiovisual center's graphic laboratory, tape duplicating and recording facilities and its facilities for producing videotapes and kinescopes.

The third institute made extensive use of large lecture halls and classrooms equipped for previewing. Graphic and photography laboratories were also used in cooperation with the college audiovisual center.

Reading institute directors reported that, following attendance at the Special Media Institute, they had expanded media facilities and/or had used them more intensively, although most had already been included in their original plan.

Instructional Resources

Instructional resources were available in variety and depth---especially the special reading devices noted above.* As one director phrased it, "The biggest problem was to develop a diagnostic approach on the part of participants in order that they might be able to use the wide variety of materials appropriately."

Reading institutes had limited film resources except for large rental film libraries at the state level. In this respect, films and filmstrips were either rented or ordered for preview and special lists of films and filmstrips were disseminated to participants. The usual small record collections in University libraries were of the "spoken word" variety only, and in most cases, these were not suitable for reading classes. As a sup-

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*Institute directors used suggestions for special materials they brought back from the Special Media Institute to expand their bibliographies and to order additional materials related to their reading programs.

plement, some records were purchased and others were borrowed from special collections available elsewhere. Tape recordings were used extensively; the majority were produced at the local level. Audio tape recorded lectures were effectively used to supplement the lecture program of the institute. Maps were used by children to develop exhibits and displays depicting their interests, providing the participant with an opportunity to develop additional motivational materials to encourage related reading. Special collections of library materials of various types were made available in reading room laboratories. In each institute, field trips were made to schools having programs (conducted under the Elementary and Secondary Education Act) for culturally disadvantaged children or children with remedial reading problems. Flat picture collections were developed by individual instructors; participants assembled them for use on posters and displays in the remedial reading laboratories. Motion picture (16mm) transfers of videotape recordings produced by one institute to illustrate the development of a secondary reading program will later be made available nationally to interested reading specialists.

Student Reactions to Media Experiences

Participants reflected the enthusiasm shown for media by institute directors. Demonstrations of modern instructional technology and local production techniques appeared to be an inspiration to participants. Participants indicated that limitations of time made it difficult to spend as much time as they desired on media facets of their programs. Participants seemed especially interested in designing special materials to meet individual needs of students in laboratories or classes. Working with children on remedial reading problems appeared to give added incentive for innovation and creativity on the part of participants in the institutes.

Reading institute participants expressed a desire for experience with more advanced techniques, such as learning and/or language laboratories, slow-scan and closed-circuit television, or other electronic devices. Applications of these media in meeting the tremendous demands for more reading specialists in

regions where the culturally deprived are a major socioeconomic problem were viewed by directors as immediate necessities.

Reactions of Directors to Special Media Institutes

Reading institute directors appeared to be generally enthusiastic about the Special Media Institute they attended. They were pleased with the opportunity to become familiar with materials of which they had been aware previously but for which they had developed little competence in using. All directors interviewed were unanimous in their support of the Special Media Institute and the need to lengthen it for directors of future reading institutes. They also enjoyed opportunities to exchange ideas with colleagues. Each director expressed a special interest in developing a collection of materials for future Special Media Institutes that would have more direct application to special problems of reading. One institute director suggested that more time should be devoted to searching out sources of new reading materials and equipment.

In every instance, directors expressed a feeling of frustration at not being able to implement some of the suggestions that had been given them at the Special Media Institute and indicated that the chief reason was the lack of additional financial support by the U.S. Office of Education.

Reactions of Audiovisual Directors to Special Media Institutes

Audiovisual directors for the three institutions visited were unanimous in their suggestion that the U.S. Office of Education include more emphasis on new media in guidelines for future institute proposals in all content fields. They also recommended that NDEA institute directors granted contracts should contact their own college audiovisual director prior to negotiating a budget in order to determine what media, equipment, and facilities pertinent to their special institutes were available on their campuses. Audiovisual directors also suggested that, henceforth, the local audiovisual director should receive a copy of the official appointment letter noting that a faculty member of their institution had been selected to attend one of the one-week Special Media Institutes.

Changes Attributed to Special Media Institutes

Apparent in the above discussion is the fact that attendance of directors at the Special Media Institute (University of Southern California) effected some changes in "media activities" planned for the three reading institutes visited, as follows:

*The institute directors used the suggestions for special materials which they were given at the Special Media Institute to order additional materials and to enlarge the bibliographies related to their reading programs.

*Increased involvement of the audiovisual center facilities and staff in the program of reading institutes was felt to be a direct result of attendance of the director at the Special Media Institute. Television and radio studios, production facilities, tape reproduction facilities, and the like were added or used more frequently after such attendance. Audiovisual personnel were used for demonstrations of various media and providing for instruction in production techniques.

*The use of several relatively "advanced" media, such as telelecture presentations and videotape recordings, were considered by directors to be one outcome of their attendance.

*Following the Special Media Institute directors desired to make use of additional media personnel in their institutes. In every instance, some adjustments in personnel assignments and the instructional sequence were made to give increased attention to educational media.

*The generally favorable attitudes of directors towards educational media were reflected by those of participants. Participants gave considerable attention to experimentation with media. Materials produced in institutes were used by participants in the laboratories and by the staff in classrooms.

Recommendations for Special Media Institutes

Recommendations for improving various aspects of future Special Media Institutes for directors of reading institutes are as follows:

1. Permit reading specialists to attend their own Special Media Institute, rather than including participants from a number of fields.

2. Be certain that at least one staff member of the Special Media Institute is a reading specialist who is capable of demonstrating applications of media to the field.

3. Develop in Special Media Institutes a collection of materials that have a direct application to reading problems. Make such a collection available to directors of all future reading institutes.

4. Provide opportunities to exchange ideas with fellow director-trainees following the conclusion of Special Media Institutes.

5. Allow more time for independent study of media resources, and especially for in-depth studies of special problems related to each participant's interest areas.

6. Encourage research as a joint effort between reading specialists and educational media specialists to identify criteria for selection and evaluation, improved utilization techniques, and similar outcomes.

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School Library Personnel Institutes

By

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Directors of the two school library personnel institutes visited by this observer had attended the Special Media Institute at the University of Southern California. These visits, each two days in length, form the basis for the following report. Instructional programs of these institutes covered a six-week period; in their proposals. they were described as "curriculum-oriented" at a proficiency level coded A, 3.

The institute at the University of Georgia enrolled 30 school librarians and emphasized the role of the librarian in the instructional program. The other institute, at Indiana State University, had 50 participants and provided enrollees with special instruction regarding membership on instructional teams composed of content specialists, librarians, and audio-visual director In both instances, the majority of participants were residents of the state in which the institute was offered.

Media Activities in Institutes Visited

Directors of the two school library personnel institutes agreed in affirming the importance of media in the training of school librarians. Sample comments were, "An integral part of instruction... the use of media for the education of librarians is most important", and "Media are essential to understanding the potential of the.librarian as a director of the instructional materials center." The instructional program at these institutes provided participants with knowledge of a, broad range of instructional materials, both print and non-print, and was designed to develop in participants the ability to stimulate both teacher and student use of these materials.

Instructional materials of all kinds were available in both institutes for preview and examination. These materials consisted of books, periodicals, films, filmstrips, tape and disk recordings, flat pictures, and the like. Materials centers were established in both institutes in spaces adjoining student work stations. These materials were borrowed from the institution's main library, departmental libraries, and audiovisual libraries, as well as from personal collections of the staff. Examination copies of other important materials not

available from these sources were requested or purchased from publishers. It appeared that the ready availability and acessibility of materials in these centers prompted high utilization of materials by participants.

Both of the visited institutes encouraged participants to use available production facilities for the making of overhead projectuals and various graphics. At each institute one or more staff members or consultants assisted participants in these activities. In addition, an educational media specialists' institute was being held concurrently at each of these institutions, and preview facilities, production laboratories, instructional resources, and meaningful activities were shared for both institute groups.

Observed Uses of Media

Librarians at each of the two institutes visited tended to feel more "at home" with materials they had previously used or seen used in their own school systems than with some of the more complex "newer" media demonstrated. The more familiar materials included 16mm films, 35mm filmstrips, flannelboards, still pictures, overhead transparencies, and tape and disk recordings. However, they were given opportunities to evaluate new types of materials such as 8mm film loops. References were made at both institutes during lectures to radio and television instruction, but lack of facilities at one institute negated any further application of these media.

In the two-day visits to each of the two institutes, the following media uses by staff or participants were observed:

    16mm films (2 institutes)
    Film loops (2)
    Filmstrips (2)
    Slides (2)
    Overhead transparencies (2)
    Television programs (1)
    Flannelboards or magnetic boards (2)
    Still picture sets (2)
    Tape recordings (2)
    Maps, charts, globes (2)
    Field trips (2)

The above uses of materials observed during the visits were considered to reflect the positive orientation toward educational media that school librarians

possess. Their use, though not extensive, tended to be well integrated into the instructional program.

Staff Assignments for Media

In both of the visited institutes, the directors had taken primary responsibility for arranging for suitable media activities. In each case, school librarians with competencies in media application were employed, in addition to consultants from the institution's audiovisual center and from various commercial suppliers of the region. In one case, for example, the staff member assigned the responsibility for audiovisual instruction in the institute was taking advanced work in this field. In addition, a member of the college audiovisual staff helped with the institute, and, during the writers' visit, gave a laboratory demonstration on graphics and local production techniques.

At the other institute, the school librarian participants and the educational media specialist participants shared preview facilities and other activities which were applicable to the interests of both groups. The director of the institution's audiovisual center gave a demonstration on film utilization, and members of his staff assisted with previews and laboratory instruction.

Both directors, through their staff assignments, and voiced attitudes, underscored the importance of media to the education and training of school librarians.

As a result of their attendance at the Special Media Institute at the University of Southern California, both institutes indicated that they would have liked to invite more prominent educational media specialists to make presentations---in lecture or demonstration---to emphasize more advanced applications of educational technology, such as computerized instruction.

Facilities for Media

Facilities for media at both of the visited institutes were judged to be adequate and sufficiently extensive for their intended purposes. In both institutes, the various facilities used were

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conveniently close together thus permitting extensive use by participants.

Participants were encouraged to use available production laboratories for making graphics and transparencies for the overhead projector. Staff members assisted participants during these laboratory periods. Preview facilities for films, filmstrips, and recordings were also provided. Preview for one group of participants was provided during laboratory periods, and, at the other, during evening presentations supplementing the institute program. There appeared to be extensive use of these facilities, both in groups and singly, at both institutes.

Instructional Resources

A wide variety of instructional resources were found in the institutes. Of special note, at both, was the special materials center for each subject area to be studied that was established within the institute facilities. The directors stated that the staff members suggested, in advance of the institute, the materials which should be available in such a center. These were borrowed, when possible, from the institution's library, departmental libraries or audiovisual library, and from the staff's personal collections. Necessary materials which could not be provided from these sources were requested for review or purchased from publishers and producers. In the writer's opinion these materials centers were extensive and widely used during the two visits. Directors indicated that, throughout their programs, materials had contributed greatly to the value of their programs.

Both institutes featured several field trips which were considered by the director and participants as integral parts of the instructional program. One institute visited an industrial chemical plant and related its operation to the science area of the curriculum they were in the process of developing.

Each institute had a film library available as well as a filmstrip collection, a record collection, and a tape collection. The flat picture collections of local staff members and participants were used in addition to those materials produced for the institute. A rather ex-

tensive collection of films, filmstrips, 8mm loops, recordings, and the like had been ordered for preview and evaluation. Several films of significance that had been discussed at the Special Media Institute which both directors attended were ordered upon their return to their campuses.

Student Reaction to Media Experiences

In general, participants seemed to be quite satisfied with the attention paid to educational media during the course of the institute. They were especially enthusiastic about the production of transparencies for use in the overhead projector.

Participants interviewed indicated that many non-book materials (e.g., films, filmstrips, records, tapes, and the like) were already familiar to them, but that demonstrations of new ways of using these items during the institute programs were considered meaningful and helpful. They were also enthusiastic about criteria employed during the institute with respect to selecting future materials for their own schools.

Some of the students indicated that they would have appreciated the opportunity to explore the possible adaptations of various materials for use in self-instructional devices for instructional materials centers of the schools in which they work.

Reactions of Directors to Special Media Institutes

Directors of both institutes for school library personnel visited in this study had previously attended the Special Media Institute held at the University of Southern California. Reactions of these directors to that institute may be summarized as follows:

1. Despite the fact that they regarded themselves as being reasonably knowledgeable in the field of educational media, the two directors believed that the Special Media Institute they attended had been a good experience in the use of media in depth.

2. They also believed that their use of media had been given new meaning by

virtue of the fact that they had actually participated in the local production of materials, discussed the latest concepts of educational technology, and seen demonstrations by top media specialists in the field.

3. They believed, too, that after attendance they were more aware of the problems of content specialists in other fields.

4. Materials mailed to them later, including the Special Media Institute assignments, were regarded as a means of providing them with a richer program of media to be incorporated into the plan of operation of their own institutes.

Reaction of Audiovisual Directors to Special Media Institutes

At both institutions visited, the audiovisual directors felt that, upon returning from the Special Media Institute, directors of the school librarianship institutes had a wider knowledge of media than before. The audiovisual directors noticed an appreciable increase in their demands for audiovisual equipment and materials, especially films and overhead projectors. The audiovisual directors also were unanimous in suggesting that they themselves could have been more helpful if they had been advised in advance of the selection of the institute director at their institution to attend the Special Media Institute. They also suggested that directors invited to attend such institutes should have been advised to discover what media and materials were available at their own institutions before leaving the campus. In each case, the audiovisual director suggested that U.S. Office of Education guidelines for institutes in all fields should provide in their proposals a means of verifying the presence of audiovisual facilities available to directors on their own campuses and that the institution's audiovisual center should be listed among the available facilities. In both institutes, the audiovisual director appeared to be quite willing to assist institute staff and participants with laboratory and instructional problems involving media whenever he was requested to do so.

Changes Attributed to Special Media Institute Attendance

In both institutes, attendance at the Special Media Institute (University of Southern California) appeared to have increased the use of the overhead projector and the number of production demonstrations added to the program. In addition, several films of significance discussed at the Special Media Institute, were found to have been ordered by the directors when they returned to their campuses.

Recommendations for Special Media Institutes

The following recommendations for improving future Special Media Institutes for directors of school library personnel institutes were made:

1. The U.S. Office of Education should provide a more flexible fiscal support to permit directors to implement more effectively ideas gained from attendance at the Special Media Institute.

2. School library personnel institute directors should be permitted to attend their own Special Media Institute, rather than one containing specialists from a number of content fields. If this cannot be done, sub-grouping of school library personnel directors within a mixed institute (thus permitting them to deal with problems and experiences unique to their field) is recommended.

3. Future Special Media Institute staffs should include a librarian-instructor during the planning and the institute program in order to give a better orientation to the school librarian's instructional philosophy, and provide experiences and materials applicable to school librarians.

4. Special Media Institutes should be scheduled earlier in the year so as to allow directors sufficient time to plan for and acquire educational media for their institute programs and to capitalize upon ideas gained at the Special Media Institute.

5. Institute directors should be given more opportunities to share experiences with regard to effective uses of media in their own institutes.

Summary, Findings, and Recommendations

INTRODUCTION

One outgrowth of the evaluation of Summer 1965 institutes conducted under provisions of Title XI of the National Defense Education Act (1965) was the recommendation that a series of special institutes be developed to apprise directors of future institutes (except those for educational media specialists) of the availability, applicability, and appropriate ways of utilizing educational media. Support for this recommendation (which originated with Dr. James Finn of the University of Southern California) was derived from the original wording of the National Defense Education Act, as amended by the 88th Congress, which stipulated that the institutes shall be "for advanced study, including study in the use of new materials." The Manual for the Preparation of Proposals for Summer 1966 and Academic Year 1966-67 institutes provides some elaboration of this point:

The purpose of an institute is instructional and the use of new teaching materials is encouraged. These materials include modern communications materials as well as new printed and curriculum materials. But the development of teaching materials per se is not authorized and may not be subsidized. However, such developmental work may be related activity in an institute when its objective is to demonstrate how participants may prepare special materials. (p.3)

This concluding chapter presents, in the following order: (1) a summary description of the Special Media Institute Impact Study---its purposes and plan of organization; (2) a brief review of the principal findings related to each objective; and (3) a series of recommendations calculated to improve the quality of future Special Media Institutes.

SUMMARY

A series of special Institutes for Title XI National Defense Education Act (NDEA) institute directors were developed and conducted during Spring 1966 by the Department of Instructional Technology of the University of Southern California, the Audiovisual Center of Michigan State University, and the Center for Instructional Communications of Syracuse University. These special institutes were designed to acquaint institute directors with the new media applications in specific content fields, to promote the active exchange of ideas regarding the roles of media in each such director's program, and to introduce outstanding demonstrations of educational innovation through media.

The one-week institutes of this special program were attended voluntarily by 45 English professors (University of Southern California), 30 geography professors (Michigan State University), and 30 history professors (Syracuse University). In addition, a combination workshop (University of Southern California) was attended by five professors each from the fields of school librarianship, reading, and modern foreign languages. All institutes lasted five days, each session was restricted to 15 participants. The eight institutes, enrolling in all 120 professors, were held during February and March, 1966.

A proposal to study the impact of the Special Media Institutes upon the subsequent behavior of institute director/participants was submitted in Spring 1966 through the Association of American Geographers to the Consortium of Professional Associations to Supervise Studies of Special Programs for the Improvement of Instruction in American Education. The approved project, known as the Special Media Institute Impact Study (SMIIS), was funded by the U. S. Office of Education and conducted by the Department of Audiovisual Instruction of the National Education Association. Headquarters for the project were at 434 E. William Street, San Jose, California.

In carrying out the objectives of the Special Media Institute Impact Study, field visits were conducted in 32 content field institutes. These institutes, grouped by content fields, were visited by an expert possessing special background in uses of media as well as in the content field itself. The four groups of institutes studied were grouped for: (1) English, (2) geography, (3) history, and (4) "other fields," the latter involving directors of reading, modern foreign languages, and school library personnel institutes. Six of the eight institutes in each of the fields of English, geography, and history were directed by individuals who had attended one of the Special Media Institutes; two in each field were directed by individuals who had not attended one of these institutes. In the "other fields," each of the visited institutes were directed by an individual who had attended one of the Special Media Institutes.

The objectives of the Special Media Institute Impact Study were as follows:

1. To discover post-institute opinions of participants regarding the value (strengths, weaknesses, utility) of their institute experiences;

2. To assess the extent and quality of application made by these participants in their own institutes of "new materials" ideas, skills, and knowledge gained during the special one-week institutes;

3. To determine the nature of problems (administrative, budgetary, or other) regarded by institute directors as restricting such media applications in their own programs; and

4. To obtain data on which to base suggestions for the improvement of future Special Media Institutes.

These objectives formed the structure for the summary of findings and recommendations following.

FINDINGS

The findings cited below are based on reports of five on-site visitors to a total of 32 institutes in six different fields. Of these, 26 were directed by individuals who attended one of the Special Media Institutes and six were not, as noted above.

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Directors' Ratings of Value of Special Media Institutes

The primary objective of the Special Media Institute Impact Study was to determine specific values attached by director-participants to their attendance at the special one-week institutes stressing applications of educational media to the content fields involved. With regard to this objective, on-site visitors reported the following:

1.1 The 26 directors interviewed for the SMIIS Study were unanimous in their opinion that the Special Media Institutes were of value in helping them to learn more about the applications of new media in the education of teachers or specialists.

1.2 Many directors also agreed that the institutes provided excellent opportunities to exchange ideas and plans for utilizing educational media in their own institutes, regardless of field.

1.3 Director-participants cited as especially valuable opportunities to become acquainted with a variety of educational materials and equipment applicable to use in their fields and expressed the hope that an even richer variety of resources would be present in future institutes.

1.4 Conversely, a number of director-trainees indicated that the Special Media Institute experience helped them to identify certain commercially produced materials which were not educationally sound.

1.5 The very fact that the Special Media Institutes were offered at all was interpreted by some directors interviewed as evidence of the fact that it was important to give attention to "educational media" in the institutes participants were later to direct.

1.6 Attendance at a Special Media Institute was found in some cases to have prompted closer liaison, within individual colleges or universities, between the NDEA institute directors and their campus educational media specialists (audiovisual directors), where available. Directors frequently mentioned that prior to institute

attendance they knew little about services offered by such individuals; following attendance, volume of utilization increased in nearly all categories. In those institutions without centralized campus audiovisual services, educational media services were more difficult to obtain. In some of these cases, director-participants were found to be taking the lead in developing plans to establish such centers.

Extent and Quality of Media Applications in Participants' Own Institutes

A second objective of the Special Media Institute Impact Study was to assess the extent and quality of applications of educational media in institutes directed later by participants in the special one-week institutes. With regard to this objective, on-site visitors reported the following:

2.1 Most directors who attended a Special Media Institute utilized in their own programs a significant amount of the experiences, skills, and knowledge of materials they gained there.

2.2 Staff members of some of the visited institutes were found to have been encouraged by their directors who attended a Special Media Institute to use various forms of media in their classroom presentations.

2.3 In many institutes, demonstrations and lectures by commercial suppliers of equipment, materials and textbooks were attributed by directors as being stimulated by their own attendance at a Special Media Institute.

2.4 Many campus audiovisual center directors reported increased requests for materials and services when institute directors returned to their campuses after attending a Special Media Institute.

2.5 In several cases, closer liaison between the campus audiovisual center and the institute director and staff was established as a result of the latter's attendance at a Special Media Institute.

2.6 Participants in institutes visited were generally pleased with the ex-

tent of attention paid to educational media.

2.7 Attendance at a Special Media Institute was found, in some cases, to have stimulated local interest in developing audiovisual or materials centers where they do not now exist, or in improving previously existing facilities and resources.

2.8 Many institute directors reported that they had submitted proposals for Summer 1967 NDEA institutes that included provisions for participant involvement with educational media. In many cases, these programs were planned to incorporate activities performed by director-trainees in the Special Media Institutes they attended.

2.9 Long range consequences of the Special Media Institutes are likely to be greater than the immediate effects observed during Summer 1966. Anticipated long range consequences include: (a) sharing with campus colleagues, (b) searching out appropriate materials for future institues and college classes, and (c) influencing, in some cases, institutional attention to educational media and media services.

Problems Restricting Media Applications in Institutes Visited

A third objective of the Special Media Institute Impact Study was to identify administrative, budgetary, or other similar problems believed by participants to limit or impede proper attention to educational media in the institutes they later directed. With regard to this objective, on-site visitors reported the following:

3.1 The beneficial effects of the Special Media Institutes were, to some extent, minimized by the lateness of the time at which they were offered. Major Summer 1966 NDEA institute program planning had been completed (including arrangements for materials and services), staffed (including short-term consultants), and budgeted before directors attended the Special Media Institute. Consequently, only relatively minor changes in program plans could be expected, as observed.

3.2 Some participants who attended Special Media Institutes were from institutions without college audiovisual centers. While, to some extent, this handicap was overcome by dint of special effort on the part of the directors concerned, it was probably a factor contributing to reduced attention to media in their institute programs.

RECOMMENDATIONS

Recommendations following are derived from findings of SMIIS on-site visitors. They are organized here in the following order: (1) pre-planning, (2) selection of participants, (3) content of institutes, (4) methods of teaching, (5) instructional resources, (6) staffing, (7) administrative considerations, and (8) future institute planning.

1. Pre-planning

1.1 Use a more detailed pre-institute questionnaire survey to determine director-trainees' previous experiences and present problems with respect to media. Take the results of such questionnaires into account when planning and grouping participants for the Special Media Institute programs. (One on-site visitor (to the history institutes) stated that she could not make this recommendation because history institute directors visited did not explicitly make such a recommendation. Another on-site visitor (to modern foreign language institutes) would reword the recommendation thusly: "Take the results of such questionnaires into account by variable groupings, different levels of instruction and content, and flexible schedules that are more appropriate for different degrees of sophistication and specialties of director-trainees.")

1.2 Request participants to bring with them to the Special Media Institutes rough ideas, tearsheets, and similar materials to be developed, at the institutes, into usable classroom teaching resources (for slides, large transparencies, tape recordings, and the like). (On-site visitors, with the exception

of the one to English institutes, agreed with this recommendation.)

1.3 <u>Provide to each participant, in advance, a proposed course outline, and a brief, annotated bibliography of printed or other types of instructional materials which should be consulted prior to attendance.</u> (Agreed to by all but the English institute on-site visitor.)

1.4 <u>Gather and organize information concerning outstanding examples of media utilization appropriate to each Special Media Institute field. Use this information in selecting demonstration topics.</u> (Unanimous)

2. Selection of Participants

2.1 <u>Use data obtained from the Summer 1966 SMIIS survey to develop a set of basic criteria to govern the selection of Special Media Institute participants. In making selections, give particular weight to such factors as: (a) information in the institute proposal pertaining to projected media applications, (b) the availability of media resources on the campus involved, and (c) the director's description of his need for special media training, as contained in the questionnaire referred to in Item 1.1 preceding.</u> (This recommendation was not believed to represent the thinking of English and History participants.)

2.2 <u>Consider extending the privilege of attending a Special Media Institute to persons other than directors. In many instances, media responsibilities will be assigned to institute staff associates rather than to the director.</u> (Unanimous)

2.3 <u>Organize Special Media Institutes on a separate content field rather than on a multi-discipline basis (as was done for the three fields -- librarianship, modern foreign language, and reading -- in the first year's program).</u> (Both on-site visitors to institutes directed by participants in the 1966 multi-discipline Special Media

Institute (for librarianship, modern foreign languages, and reading) agreed that these future Special Media Institutes should be organized on a separate content field basis. One other on-site visitor (History) did not agree with this recommendation.)

3. Content of Institutes

3.1 <u>Develop for each Special Media Institute an instructional plan that permits multi-level programming, thus providing for each participant a program calculated to extend (not duplicate) his level of perception and skill.</u> (Not a recommendation for English.)

3.2 <u>Continue to provide opportunities for participants to share freely experiences and future plans for their own institutes.</u> (Unanimous)

3.3 <u>Strengthen participants' understanding of the role of media in educational communication without producing an imbalance in substantive content. Introductory lecture-demonstrations setting forth the philosophical bases for such optimum relationships are recommended.</u> (Unanimous)

3.4 <u>Continue (and perhaps extend) the practice of permitting participants to have free time in which to explore their individual interests with respect to educational media. Seek a balance between total group instruction and individualization.</u> (Unanimous)

3.5 <u>Increase the value of demonstrations by commercial materials and equipment producers by showing relationships to the institute content field rather than to education generally.</u> (Unanimous)

3.6 <u>Increase opportunities for directed experience in preparing various types of graphic aids (large transparencies, charts, and slides).</u> (Unanimous)

3.7 <u>Encourage cooperative research between media specialists and specialists in other content fields to</u>

develop improved criteria for the selection, use, and evaluation of educational media. Disseminate such findings widely. (Unanimous)

3.8 Provide full opportunity for all participants to become skilled in the operation of basic media equipment. In many instances, this requirement may be satisfied through an individualized laboratory approach. (Unanimous)

4. Methods of Teaching

4.1 Be certain to provide only exemplary demonstrations of applications of educational media. Materials should be of the highest quality; technical details should be attended to with care so as to avoid irritating delays, poor focus, fuzzy sound, or similar distractions. (While all on-site visitors appeared willing to endorse this recommendation, one (modern foreign languages) would rephrase it as follows: "Be certain to provide only exemplary demonstrations of applications of educational media; or, if poor examples are included, they should be diagnosed as such and the recommended application demonstrated. Materials should be highly appropriate to the specific subject matter or goal under consideration.")

4.2 Even considering the limited amount of time available, the Special Media Institutes should demonstrate a variety of functional teaching strategies and schedule arrangements having possible application to institutes generally. For example, the Special Media Institute group should experience large-group, small-group, tutorial, and independent study techniques, as applicable. The special contributions of educational media to achievement of objectives in each such format should be considered. (Not a recommendation of English.)

4.3 Continue, and perhaps extend, the use of selected field trips to provide credible examples of media utilization in authoritative contexts that are intended to "raise sights" by showing what can actually be done with them under ordinary

circumstances. (Not a recommendation for English. The on-site visitor to reading and librarianship institutes commented: "Field trips should not be extended unless the length of the institute can be extended because time is so limited during the Special Media Institutes.")

4.4 Increase the involvement of institute participants in the program of the Special Media Institute by drawing on their past experiences and future plans with respect to educational media. (Not a recommendation for history.)

4.5 Provide each participant with a specially-developed resource book containing carefully indexed copies of significant articles, descriptions of useful projects, lists of selected instructional resources and names and addresses of their producers, basic bibliographies, names and addresses of equipment manufacturers and descriptions of their products, and the like. All such entries should bear a special relationship to the content field concerned. The resource book should supplement more general textbooks and reference books already available in the educational media field. This resource book should also contain local data (office and telephone numbers, schedules of meetings, locations of materials collections, and other items) to save time of participants. (The on-site visitors to geography, librarianship, and reading institutes considered this recommendation highly important because, in the words of one on-site visitor, "Few directors used notes or catalog materials due to a lack of time to organize the vast amount of material received." The on-site visitor to English institutes indicated that while she would not make this recommendation on her own, she thought that director-trainees would approve of such a resource book.)

5. Instructional Resources

5.1 Instructional materials used in demonstrations should be of the highest quality. They should whet

appetites for and demonstrate the range of quality in the field. (Unanimous)

5.2 Continue and extend the use of panels of content specialists to select, catalog (subject, content, grade level suitability, and technical quality), and annotate an appropriate collection of instructional materials for use in institutes. Various learned societies and appropriate professional organizations should be called upon to assist in expediting this project. Such lists should be re-worked in succeeding years and made available widely to the field. (Not a recommendation for history.)

5.3 Special Media Institute programs should provide continued access to a full range of educational media equipment (projectors, recorders, reproducers, and the like) applicable to the field. (Unanimous)

5.4 Organize collections of suitable instructional resources so as to make them readily available to participants at all appropriate times within the institute facility. (Unanimous)

6. Staffing

6.1 Solicit participation of learned societies and other appropriate professional organizations in developing a selected list of persons especially competent in media applications for each content field. Invite the further participation of the Department of Audiovisual Instruction (NEA) in developing a similar list of its members whose subject-matter preparation was in these same fields. (Not a recommendation for English, although the on-site visitor noted that director-trainees would probably find such a list helpful.)

6.2 Invite on-site visitors of the Special Media Institute Impact Study (SMIIS) to participate as staff members in planning and conducting the week-long institutes, thus adding perspective

drawn from their experiences in the field. (The on-site visitor to modern foreign language institutes stated that it might be more helpful, in selecting staff for this type of institute, to draw upon individuals in the field who are experienced directors and who have been Special Media Institute participants. The on-site visitor to English institutes, although indicating that she herself would make such a recommendation, noted that institute directors visited did not specifically recommend such action.)

6.3 Wherever possible, select as members of the Special Media Institute staff persons having dual competence in educational media and in the field of the institute. The credibility of the institute program and presentations would be enhanced thereby. (Unanimous)

6.4 Use graduate students selectively to supplement, not to supplant, professional personnel who have such dual competency. (Not a recommendation for history; questioned by the modern foreign languages on-site visitor.)

6.5 Employ on the institute staff a sufficiently large number of persons to provide attention to individual needs of participants. (Not a recommendation for history or English.)

7. Administrative Considerations

7.1 Provide more flexible fiscal support of institutes in all fields by the U. S. Office of Education so as to permit directors to implement effectively ideas gained from attendance at Special Media Institutes. Perhaps this flexibility might be obtained through the holding back of certain funds to be allocated individually, by special request, for such implementation. (Unanimous)

7.2 Schedule Special Media Institutes earlier in the year so as to allow directors sufficient time to plan for and to acquire educational

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media and equipment and to alter
staffing arrangements for their
own institutes.   (Unanimous)

7.3 Continue to provide outstanding
facilities in which to hold Special
Media Institutes.   The institute
should be offered in its own well-
equipped quarters, but partici-
pants should have additional op-
portunities to see other on-
going activities (television
production, film library work,
graphic production activities,
and the like) in operation.
(Unanimous)

7.4 Provide adequate funding for sus-
tained follow-ups of Special Media
Institute participants after they
return to their own campuses.   Use
the data derived from such follow-
ups to improve future institutes
and services.   (Not a recommenda-
tion for history.)

8. Future Institute Planning

8.1 Consider providing a more sophis-
ticated, second-level Special
Media Institute for individuals
who have already attended one or
who demonstrate a grasp of the
fundamentals of educational media.
This recommendation might be car-
ried out by redesigning the content
of one of several week-long in-
stitutes to cater to such advanced
needs.   (Unanimous)

8.2 Consider the advisability of en-
couraging the offering of insti-
tutes that will concentrate largely
upon applications of educational
media to teaching in various con-
tent fields.   Properly organized
and conducted, such institutes
could fulfill a very valuable role
in extending participant competen-
cies in media utilization as well
as knowledge of content in the
field.   (Unanimous)

APPENDIX

Interview Guide

SPECIAL MEDIA INSTITUTE

IMPACT STUDY

Institution_____

Institute Title_____

_____

Institute Field_____

Institute Director_____

Interview date(s)_____, 1966

Interviewer_____

WARM-UP

Lester Beck has suggested that the beginning of the interview with institute directors include an attempt to obtain their generalized reactions to "new media." Perhaps such questions as these will help:

(1) In your opinion, just how important are "new media" in the education of teachers in your field?

(2) What would you say to one of your colleagues if you were asked this question today?

In the beginning the interview, encourage free association comments about "new media" and the recent "Media Specialist Institute" experiences. What it said during this period will simplify greatly the task of obtaining reactions to specific questions (1-29) in pages following. (Use reverse sides, as necessary.)

1. TEACHING WITH MEDIA (Director)

1.1 What has been done so far in your institute, or what is planned to be done later, to demonstrate good ways of teaching with new media?

1.2 How, if at all, does this differ from what you planned to do (as described in your ORIGINAL INSTITUTE PROPOSAL)?

1.3 What caused you (the director) to make these changes, if any?

2. SELECTING NEW MEDIA (Director)

2.1 What has been done so far in your institute, or what is planned to be done later, to demonstrate good ways of selecting new media?

2.2 How, if at all, does the description of 2.1 differ from what you planned to do (as included in your ORIGINAL INSTITUTE PROPOSAL)?

2.3 What caused you (the director) to make these changes, if any?

3. PRODUCING NEW MEDIA (Director)

3.1 What has been done so far in the institute, or what is planned to be done later, to demonstrate good techniques for the production of new media?

3.2 How, if at all, does the description of 3.1 differ from what you planned to do (as included in the ORIGINAL INSTITUTE PROPOSAL)?

3.3 What caused you (the director) to make these changes, if any?

4. NEW MEDIA (On-site Visitor and Director)

4.1 Which of the following new media were used (or seen) at the institute during your two day visit?

___Films
___Film loops
___Television Programs
___Video-taped programs
___Closed circuit television

___Demonstrations
___Filmstrips
___Slides
___Overhead transparencies
___Flannel boards or magnetic boards
___Still picture sets
___Tape recordings
___Radio broadcasts
___Maps, charts, globes
___Field trips
___Programmed textbooks
___Teaching machine programs
___Other (list)

4.2 Evaluate or comment on the use (or misuse) of the above new media in the institute.

4.3 How, if at all, does the description of 4.1 differ from what was planned to be used or made available (as included in the ORIGINAL INSTITUTE PROPOSAL)?

4.4 What caused the director to make these changes, if any?

STAFF (Director)

5.1 Following the Special Media Institute, did you make any changes of assignment of staff members to give better attention to new media activities in your own institute? Describe such changes, if any, and indicate why they were made.

5.2 Did you also employ one or more additional persons (full-time or part-time) not included in your original budget so as to provide better attention to new media activities in your institute? Describe such additions, if any, and indicate why they were made.

5.3 What assignments of staff to new media activities would you (the director) have liked to make this summer that you were unable to make?

5.4 Why were you unable to make such changes?

5.5 To what extent do (or will) your institute staff members use new media in their courses?

6. FACILITIES: PREVIEW ROOMS (On-site Visitor's Observation)

6.1 Are preview rooms available in your institute? Describe.

6.2 To what extent are they used? Describe.

6.3 Are these preview rooms adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make them "adequate." (Give special attention to number and size of preview rooms, adequacy of room equipment, darkening, etc.)

6.4 Are the preview facilities actually used by your institute essentially the same as those described in your ORIGINAL PROPOSAL? If not, please describe the changes and indicate why you made them.

7. FACILITIES: PRODUCTION LABORATORIES (On-site Visitor's Observation)

7.1 Are production laboratories available in your institute? Describe.

7.2 To what extent are they used? Describe.

7.3 Are these production laboratories adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make them "adequate." (Give special attention to equipment, size, convenience.)

7.4 Are the production laboratories actually used by your institute essentially the same as those described in your ORIGINAL PROPOSAL? If not, describe the changes and indicate why you made them.

8. FACILITIES: RECORDING (On-site Visitor's Observation)

8.1 Are recording facilities available to your institute? Describe.

8.2 To what extent are they used? Describe.

8.3 Are these recording facilities adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make them "adequate."

8.4 Are the recording facilities actually used by your institute essentially the same as those described in your ORIGINAL PROPOSAL? If not, describe the changes and indicate why you made them.

9. FACILITIES: OTHER (On-site Visitor's Observation)

9.1 What other facilities are available to your institute? Describe.

9.2 To what extent are they used? Describe.

9.3 Are these other facilities adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make them "adequate."

9.4 Are the other facilities actually used by your institute essentially the same as those described in your ORIGINAL PROPOSAL? If not, describe the changes and indicate why you made them.

10. INSTRUCTIONAL RESOURCES: FILM LIBRARY (Director)

10.1 Describe the film library services, if any, available to your institute.

10.2 To what extent are they used?

10.3 Are they adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make them "adequate."

10.4 Are the film library services actually used by your institute essentially the same as those described in your ORIGINAL PROPOSAL? If not, describe the changes and indicate why you made them.

11. INSTRUCTIONAL RESOURCES: FILMSTRIP LIBRARY (Director)

11.1 Describe the filmstrip library service, if any, available to your institute.

11.2 To what extent is it used?

11.3 Is it adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make it "adequate."

11.4 Is the filmstrip library service actually used by your institute essentially the same as that described in your ORIGINAL PROPOSAL? If not, describe the changes and indicate why you made them.

12. INSTRUCTIONAL RESOURCES: RECORD COLLECTION (Director)

12.1 Describe the record collection, if any, available to your institute.

12.2 To what extent is it used?

12.3 Is it adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make it "adequate."

12.4 Is the record collection actually used by your institute essentially the same as that described in your ORIGINAL PROPOSAL? If not, describe the changes and indicate why you made them.

13. INSTRUCTIONAL RESOURCES: TAPE COLLECTION (Director)

13.1 Describe the tape collection, if any, available to your institute.

13.2 To what extent is it used?

13.3 Is it adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make it "adequate."

13.4 Is the tape collection actually used by your institute essentially the same as that described in your ORIGINAL PROPOSAL? If not, describe the changes and indicate why you made them.

14. INSTRUCTIONAL RESOURCES: FLAT PICTURE COLLECTION (Director)

14.1 Describe the flat picture collection, if any, available to your institute.

14.2 To what extent is it used?

14.3 Is it adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make it "adequate."

14.4 Is the flat picture collection actually used by your institute essentially the same as that described in your ORIGINAL PRO-POSAL? If not, describe the changes and indicate why you made them.

15. INSTRUCTIONAL RESOURCES: MAP COLLECTION (Director)

15.1 Describe the map collection, if any, available to your institute.

15.2 To what extent is it used?

15.3 Is it adequate to the needs of your institute? If not, comment, indicating what changes would have been needed to make it "adequate."

15.4 Is the map collection actually used by your institute essentially the same as that described in your ORIGINAL PROPOSAL? If not, describe the changes and indicate why you made them.

16. INSTRUCTIONAL RESOURCES: EXHIBITS AND DISPLAYS (Director)

16.1 Describe the exhibits and dis-plays, if any, available to your institute.

16.2 To what extent are they used?

16.3 Are they adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make them "adequate."

16.4 Are the exhibits and displays actually used by your institute essentially the same as those described in your ORIGINAL PRO-POSAL? If not, describe the changes and indicate why you made them.

17. INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS (Director)

17.1 Describe the library materials (books, pamphlets, catalogs, bib-liographies, etc.) available to your institute.

17.2 To what extent are they used?

17.3 Are they adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make them "adequate."

17.4 Are the library materials actual-ly used by your institute essen-tially the same as those described in your ORIGINAL PROPOSAL? If not, describe the changes and in-dicate why you made them.

18. INSTRUCTIONAL RESOURCES: OTHER (Director)

18.1 Describe other instructional re-sources available to your insti-tute.

18.2 To what extent are they used?

18.3 Are they adequate to the needs of your institute? If not, comment, indicating what changes would have been necessary to make them "adequate."

18.4 Are these "other instructional resources" used by your institute essentially the same as those de-scribed in your ORIGINAL PROPOSAL? If not, describe the changes and indicate why you made them.

19. **INSTITUTE DIRECTOR QUESTIONS** (Directors who attended Special Media Institutes)

19.1 Thinking back on the Special Media Institute you attended last winter, do you now consider it to have been a valuable experience for you?

19.2 What problems and/or obstacles, if any, have stood in the way of your making maximum use of the ideas and information you gained from the Special Media Institute you attended?

19.3 What suggestions do you have for improving future Special Media Institutes for institute directors?

19.4 To what extent have you made (or do you plan to make) use in your institutes of materials with which you became personally acquainted (saw, heard, examined, etc.) during the Special Media Institute you attended? Describe instances.

20. **COLLEGE A-V DIRECTOR QUESTIONS** (College A-V Directors)

20.1 Did you (the institution's audiovisual director) notice any changes in demands for new media by the institute director after he returned from the Special Media Institute? Describe.

20.2 What kinds of "new media" services have you supplied (and to what extent) to the institute director since he returned

from the Special Media Institute?

20.3 What services did he request from you that you could not supply? Why were you unable to supply each such service? Were the requests unreasonable or out of line with the types of services usually provided?

20.4 How, if at all, have you (the audiovisual director) or one or more members of your professional staff been used in the institute? Describe.

20.5 What suggestions do you (the audiovisual director) have concerning ways in which future Special Media Institutes could be improved?

20.6 What suggestions do you (the audiovisual director) have concerning ways of improving on-campus relationships of audiovisual centers and so-called "content" institutes?

21. **STUDENT PARTICIPANT QUESTIONS** (Institute Participants)

21.1 After first obtaining the institute director's consent to do so, obtain generalized comments of participants concerning their reactions to various "new media" activities in which they have been engaged, so far, in the institute. Seek also to discover significant "new media" problems with which they are concerned.

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